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ABSTRACT

Results are presented from a national study of requirements for educational certificates, diplomas, and associate degrees. The first sections of the study report present the objectives of the survey; look at the background and context of the study; review major findings; discuss recent studies and policy statements on the associate degree; and offer a summary and recommendations. Next, state-by-state summaries of requirements for certificates, diplomas, and associate degrees are presented. These include statements and definitions of the types of awards granted and the institutions that validate the degrees and certificates awarded. Study highlights, based on responses from 44 states and the District of Columbia, include: (1) 13 certificate titles, 10 diploma titles, and 19 associate degree titles were referenced by the state respondents; (2) 60 semester hours or the equivalent was generally accepted as the minimum total for the associate degree; (3) general education requirements for the associate degree approximated 45 hours (75%), 30 hours (50%), and 15 hours (25%) for the Associate of Arts, the Associate of Science, and the Associate of Applied Science, respectively; and (4) the states used little common language to describe award titles and award requirements in the formal documentation. Extensive appendices cover state sources of award requirements and definitions; state agencies providing oversight of awards; policy statements on the associate degree; survey correspondence; and a list of survey respondents and other state contacts. (HB)

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REQUIREMENTS FOR CERTIFICATES, DIPLOMAS AND ASSOCIATE DEGREES: A SURVEY OF THE STATES

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REQUIREMENTS FOR CERTIFICATES, DIPLOMAS AND ASSOCIATE DEGREES: A SURVEY OF THE STATES

Table of Contents

Section Page

I. Introduction. 1
II. Background: Recent Studies and Policy Statements . 1
III. Findings. 2
IV. Recent Studies and Policy Statements. 4
V. Discussion and Recommendations. 7

VI. State-by-State Summaries of Requirements for Certificates, Diplomas and Associate Degrees

Alabama 10
Alaska. 10
Arizona (No Report)
Arkansas. 10
California. 11
Colorado. 13
Connecticut 15
Delaware (No Report)
District of Columbia. 79
Florida 16
Georgia 18
Hawaii. 19
Idaho 21
Illinois. 23
Indiana 24
Iowa. 25
Kansas. 28
Kentucky (No Report)
Louisiana 28
Maine 31
Maryland. 31
Massachusetts 33
Michigan. 34
Minnesota 34
Mississippi 35
Missouri. 37
Montana 37
Nebraska. 38
Nevada. 41
New Hampshire (No Report)
New Jersey. 43
New Mexico. 46

Table of Contents, continued

Section Page

New York. 46
North Carolina. 49
North Dakota. 51
Ohio. 51
Oklahoma. 55
Oregon. 58
Pennsylvania. 61
Rhode Island. 62
South Carolina. 62
South Dakota (No Report)
Tennessee 62
Texas 63
Utah. 66
Vermont 69
Virginia. 69
Washington. 74
West Virginia 76
Wisconsin 77
Wyoming (No Report)

VI. Appendices

Appendix 1 -- Tables

Table 1 -- States Not Specifying Awards and Award Requirements 79

Table 2 -- Postsecondary Certificates Awarded in the States. 80

Table 3 -- Postsecondary Diplomas Awarded In the States 81

Table 4 -- Postsecondary Associate Degrees Awarded In the States. 82

Table 5 -- Definition of Associate Degree General Education Requirements . . . 84

Appendix 2 -- State Sources of Postsecondary Education Award Requirements and Definitions. 85

Appendix 3 -- State Agencies Providing Oversight of Postsecondary Education Awards. . 90

Appendix 4 -- "Policy Statement on the Associate Degree," Policy Brief, American Association of Community and Junior Colleges, July 1984. 94

Table of Contents, continued

Section Page

Appendix 5 -- Draft "Criteria for Excellence, Associate in Applied Science Degree Programs," A Policy Statement of the National Council for Occupational Education -- Task Force on the Associate in Applied Science Degree, published January 15, 1985 for purposes of solicitizing reactions and comments from member institutions of the American Association of Community and Junior Colleges. . . . 96

Appendix 6 -- Survey Correspondence. 100

Appendix 7 -- Listing of Survey Respondents and Other State Contacts 102

REQUIREMENTS FOR CERTIFICATES,
DIPLOMAS AND ASSOCIATE DEGREES:
A SURVEY OF THE STATES

I. Introduction

The first associate degree was conferred by the University of Chicago in 1900. Only recently, however, has national attention been focused on the associate degree and other pre-baccalaureate awards. This visibility of pre-baccalaureate awards results from the increased importance attached to the postsecondary vocational education role in education, training and human resource development. The increasing number and diversity of postsecondary-certificate, diploma- and associate-degree program providers also has brought public attention to pre-baccalaureate education in the United States.

A recent survey of SHEEO agencies gathered information from the states on certificate, diploma and associate degree requirements. This report discusses the findings of the SHEEO survey, reviews selected studies and policy statements on the associate degree; offers recommendations for action, and includes a state-by-state summary of requirements for certificates, diplomas and associate degrees. The report does not include the requirements of baccalaureate and higher degree programs.

II. Background

Recently, Secretary of Education William J. Bennett mentioned that too many students were enrolled in "higher education." That may or may not be true. What is true is that the knowledge and skills demanded of the workforce no longer can be provided solely by an elementary/secondary education, but do not require everyone to hold a baccalaureate or higher degree. Thus, the need for "higher education" opportunities is not diminished, and students, parents and employers are increasingly calling for "postsecondary education" opportunities -- over and above secondary school, but not to a baccalaureate level.

One structural barrier to the delivery of a coherent and integrated pre-baccalaureate educational system is that in many states responsibility for programs at this level is often divided among agencies. In most instances the state higher education agency and the elementary/secondary state education agency are involved. Often a third or fourth agency, such as a state board for vocational and technical education, state board for community colleges or state commission on postsecondary proprietary education, is included.

Maintaining reasonable commonality among postsecondary education programs, award requirements and award titles becomes difficult when different agencies develop standards, definitions and measures of quality independently of each other. If criteria and standards vary for similar pre-baccalaureate programs and awards, then the integrity of the programs and awards is questionable.

III. Findings

On December 19, 1984, a request for existing information on pre-baccalaureate programs (Appendix 6) was distributed to 50 states and the District of Columbia. Forty-four states and the District of Columbia (88%) responded. Six states -- Arizona, Delaware, Kentucky, New Hampshire, South Dakota and Wyoming -- did not respond.

The purpose of this survey was to collect and analyze narrative reviews and descriptions of the different awards, award titles and related requirements being used by postsecondary providers of pre-baccalaureate programs. Detailed primary findings of this survey are reported in Section VI, "State-by-State Summaries of Requirements for Certificates, Diplomas and Associate Degrees." In summary, the responses from the states show:

- References to 13 certificate titles, 10 diploma titles and 19 associate-degree titles;
- Generally accepted minimum total of 60 semester hours or equivalent quarter or clock hours for the associate degree;
- Limited information on the specific content of the associate degree general-education requirements. If a trend exists, it's 45 hours (75%), 30 hours (50%) and 15 hours (25%) of general education for the Associate of Arts, Associate of Science and Associate of Applied Science respectively;
- Little common language for how award titles and award requirements are described in the formal documentation; and
- Most often, different sources for award titles and award requirements and different state oversight agencies for area vocational technical schools, community and junior colleges, and baccalaureate and higher degree granting institutions offering pre-baccalaureate postsecondary education programs.

The tables in Appendix 1 show broad areas of responses. State-by-state summaries are reported in Section VI. This Section VI contains the most interesting findings, when reviewed for individual states or taken collectively. When the summaries are reviewed collectively it is possible to get an overall impression of the different programs, awards and award title requirements being used by postsecondary education providers across the United States.

The tables were constructed from the material provided by the respondents. The state-by-state summaries in Section VI are verbatim statements from the material.

Iowa (page 25), Nevada (page 41), Oklahoma (page 55) and Virginia (page 69) sent in the most complete responses. These responses are suggested as models for other states beginning to construct more specific guidelines for use by postsecondary institutions in bringing clarity and reasonable commonality to the pre-baccalaureate programs, award requirements and award titles.

Fourteen states and the District of Columbia (Table 1), responded that certificates, diploma and associate degrees are awarded by postsecondary institutions, but did not specify award titles and requirements. In addition, these respondents indicated that these usually were institutional decisions and that no state-level guidelines existed for the awards and institutional requirements. Many indicated that the institutions follow commonly accepted practices and recommendations of national associations such as the American Association of College Registrars and Admissions Officers (AACRAO) and the American Association of Community and Junior Colleges (AACJC).

Readers are cautioned that, as we prepared the findings and classified states in the tables found in Appendix 1, we made interpretive judgments with which some respondents might take issue. Please refer to Section VI, "State-by-State Summaries of Requirements for Certificates, Diplomas and Associate Degrees," for material submitted by the states in response to this inquiry.

Tables 2, 3 and 4 show specific award titles used by institutions in the 30 states that offered this information.

Table 2 shows the 13 pre-baccalaureate postsecondary certificates referenced by the state respondents. Institutions in several states award several different certificates. To assess how, for example, the Award of Completion referred to by Virginia does or does not differ from the Certificate of Completion referenced by the five states reporting this award, it will be helpful to review the state summaries. This is also true of the other awards shown in Table 1.

Ten titles for diplomas are shown in Table 2. The most frequently reported is an unspecified diploma. Nebraska reports using more diploma titles than any other state: eight.

While the American Association of Community and Junior Colleges (AACJC) recommends only three associate-degree titles (Associate in Arts, Associate in Science and Associate in Applied Science), states reported 19, including a combination of associate "in" and associate "of" degree titles. The mixed usage of the "in" and "of" degree title convention illustrates in a small way the lack of uniform and consistent award title standards. If the associate "in" and associate "of" degrees were counted as two, rather than one, the number of associate degree titles named by state respondents is 28.

Information on the general-education component of the associate degrees being awarded is shown in Table 5. Nine states express the general-education component as a percentage of the total number of credits required for the degree, or in terms of the number of credit hours in general education courses. These nine states did not indicate specific courses that would fulfill the general-education requirement. Nine different states specified the general-education courses that were necessary to fulfill this degree requirement and, in some instances, the number of credit hours needed from each course discipline.

The state summaries show that, generally, 60 semester hours (or equivalent quarter hours) are the required minimum number of hours for an associate degree. The proportion of general education required to complete the Associate in Arts (AA), Associate in Science (AS) and Associate in Applied Science (AAS), however, varies among the states. For example, some states reported the number of general-education hours required for the AA, AS and AAS degrees as follows: Colorado, 30-30-12; Kansas, 45-30-15; New Jersey, 45-30-20; and North Carolina 45-30-30. Kansas, probably typical of many states, shows the general education requirements for the AA to be 66% to 75% of the total credits; AS, 50% and AAS, 25%.

Appendices 2 and 3 show the sources of postsecondary award requirements and agencies providing oversight of the award standards, respectively. Usually, different sources and different agencies are involved for postsecondary area vocational technical schools, community colleges, proprietary institutions and collegiate institutions. In most states, the award title and requirements followed by baccalaureate degree-granting institutions are institutional decisions monitored informally through state agencies' program review and approval functions. Appendices 2 and 3 also show, in a general way, the number of different sources, oversight agencies, and authorities that set postsecondary pre-baccalaureate award titles and award requirements.

IV. Recent Studies and Policy Statements

Degree titles and award requirements have been studied by a number of national and state agencies in recent years. In 1978, Eugene Sullivan and Penelope West reviewed practices in 46 states in General Education and Associate Degrees: A National Study. This study, published by the American Council on Education, confirms that policies regarding the awarding of the associate degree vary significantly.

In October 1980, the Minnesota Higher Education Coordinating Board (MHECB) released a report entitled "Associate Degrees in Minnesota Postsecondary Institutions With Coordinating Board Recommendations." The MHECB studied the issue because Minnesota area vocational/technical institutes (AVTIs) had expressed interest in "awarding associate degrees to completors of some of their programs."

In 1983, the SHEEO office conducted a study in behalf of the Rhode Island Board of Governors for Higher Education to determine the extent associate-degree awards were conferred by proprietary institutions. SHEEO released the study findings in a January 1984 report entitled, "State Oversight of Degree Granting Authority in Proprietary Institutions."

The Minnesota and SHEEO studies dealt with pre-baccalaureate awards conferred by postsecondary education providers not traditionally offering programs leading to awards at the associate-degree level (traditional providers are community, technical and junior colleges). The delivery by traditional providers, of associate degree programs, their content, award titles and definitions have been addressed recently in a July 1984 "Policy Statement on the Associate Degree," issued by the American Association of Community and Junior Colleges (AACJC). The report recognizes the importance of well-defined and meaningful associate degrees:

> "When appropriately defined, the associate degree becomes an integrating force for the institution, serves as an important guide, and requires commitment on the part of the student for program completion.
>
> "Emphasis on the associate degree program indicates to faculty, administrators, students and society that the community, technical and junior college has a vision of what it means to be an educated person and affirms the colleges commitment to program continuity, coherence and completion. The associate degree must indicate that the holder has developed proficiencies sufficient to prepare for upper-division collegiate work, or to enter directly into a specific occupation with confidence. The degree should be awarded only for completion of a coherent program of study designed for a specific purpose."

The AACJC policy statement also recognizes the "proliferation of titles of associate degrees," and defines the associate degree titles community, technical and junior colleges should use:

> "In recent years there has been a proliferation of titles of associate degrees. This has been true especially in occupational areas where some institutions offer many

different degrees in specific technologies. In an attempt to reduce the number of these degrees and to avoid confusion as to the level of academic achievement attained, it is highly recommended that:

(a) The titles associate in arts and associate in science degree be used without further designation.

(b) The associate in applied science degree may have additional designations to denote special fields of study such as nursing, computer science or law enforcement.

(c) For all associate degrees the transcript of a student should reveal the exact nature of the program completed and whether courses are recommended for transfer to baccalaureate degree programs.

(d) The names of designations used for associate degrees be limited to the above titles."

To clarify the associate in applied science degree, the National Council for Occupational Education (NCOE) recently had AACJC member institutions review a draft policy statement on the associate in applied science degree (Appendix 5). At this writing, the final statement is being prepared. The draft statement, which includes 20 recommendations for excellence regarding the AAS, offers these observations:

> "The dialogue within the two-year college community generated by this statement [AACJC "Policy Statement on the Associate Degrees"] has now sparked a closer look at a specific type of associate degree -- the associate in applied science. The most recent and perhaps most promising variant, the associate in applied science (AAS) degree, is designed primarily to prepare students for immediate employment in a career field without forgoing the opportunity for further academic study.
>
> "Postsecondary occupational education, including AAS degree programs, increased dramatically between 1960 and 1970. According to the National Center for Education Statistics, 43% of all associate degrees awarded in that decade were occupational in nature. By 1979-80, according to the preliminary presentation of the AACJC National Task Force to Redefine the Associate Degree, the figure had risen to 62.8%. The AAS degree, or similar occupational type degrees, had become the choice of the majority of community, technical and junior college graduates over the baccalaureate transfer oriented Associate in Arts (AA) and Associate in Science (AS) degrees.
>
> "In response to this trend, the National Council for Occupational Education (NCOE), an affiliate of AACJC, sees an urgent need to identify criteria leading toward excellence in

the AAS degree so that the AAS degree may become the cornerstone for a national program of human resource development. It may then become more effective for a wide range of occupational training and education."

V. Discussion and Recommendations

Postsecondary education providers are called to make different opportunities available for their respective consumers; citizens should have apples, oranges and pears available to them. There is, however, a need to assure the student consumer, parent and employer that the apples, the oranges and the pears have something in common; that certain standards are behind the term "degree" or "certificate" or "diploma" in an award title. Persons holding the same award title, from whatever type of postsecondary education provider (area vocational school, proprietary school, community/junior/technical college or baccalaureate and higher degree-granting institution or a company) should know that there is some portion of their educational or training experience they all have in common.

The efforts of those concerned with issues of transferability of credit, program articulation, unnecessary duplication of programs, quality control and policies of access and choice will continue to be hampered unless moderate guidelines are established for award titles and requirements. Students, parents, employers and legislative bodies would understand far more clearly what postsecondary education is about if there were reasonable guidelines that all pre-baccalaureate postsecondary education program providers follow. Transferability of credit, program articulation and program reviews and approvals also would be improved and facilitated if reasonably uniform program and award-title guidelines were available. A situation in which one provider's apple may be someone else's orange or pear results in an atmosphere that is neither productive nor helpful to improving the quality or understanding of the conditions of postsecondary education.

Fundamental changes are occurring in the delivery of postsecondary education, training and human-resource development at the pre-baccalaureate level in the United States. It is becoming increasingly necessary to revisit many of the "higher education" conventions currently used and applicable in the past to assess their appropriateness for the present. There is a need to put into place a core of necessary and sufficient conventions and practices that allow for the delivery of the highest quality "postsecondary education" possible. This cannot be accomplished by "higher education" leaders, "vocational education" leaders, or "owners and managers" of proprietary schools talking separately and only among themselves. A forum is necessary where they can talk together at the state and national levels about many of the pre-baccalaureate education, training and human resource development issues suggested by this report.

This state study delineates the pre-baccalaureate award titles and award requirements, sources and oversight agencies of those requirements. It shows that there are perhaps more titles being used than may be necessary with differing requirements, both among and within states, for the same award. In addition, it suggests that the lack of coordination and communication between the agencies and providers involved has contributed to a number of postsecondary education problems. These problems are associated with:

- understanding the differing outcomes of postsecondary education;
- transferability of credit;
- program articulation; and
- a lack of reasonably uniform and consistent standards for providers of postsecondary pre-baccalaureate programs.

The following suggestions for action may be helpful in addressing intra- and inter-state issues related to pre-baccalaureate degree titles and award requirements.

1. State Higher Education Academic Officers should review this report and the policies on the associate degree and degree titles, applicable to community, technical and junior colleges promulgated by the American Association of Community and Junior Colleges, to determine how these policies might be refined and made appropriate for all providers of postsecondary pre-baccalaureate programs. The academic officers of SHEEO agencies may wish to prepare a statement for the State Higher Education Executive Officers on the extent of the problem and recommend actions or plans for addressing the issues mentioned in this report.

2. The State Higher Education Executive Officers, through their academic affairs officers, should assemble state work-groups of agency and institutional representatives to review award titles and requirements. Such work-groups should encompass all types of postsecondary education providers. The work-groups should work toward understanding the differences between their respective missions, roles and scope of services, and make consistent that which is not.

3. The state summaries in this report, describing award titles, standards and requirements for pre-baccalaureate programs should be consulted by the state work-groups as guides or models for any revisions they may want to make in the practices of their respective states.

4. The executive secretaries of the State Higher Education Executive Officers Association and Council of Chief State School Officers should approach the National Institute of Education with

a joint proposal soliciting funds to convene a series of discussions with representatives of the postsecondary-provider and professional-member associations, to arrive at some joint statement on definitions and appropriate uses of the terms "certificate," "diploma" and "degree" in postsecondary pre-baccalaureate program award titles. The AACJC policy statements on the associate degree and degree titles could be used as a point of departure for the discussions.

Providers of postsecondary pre-baccalaureate programs should view such initiatives as good for the overall improvement of postsecondary education and beneficial for their respective constituencies, not as infringements on academic freedom nor institutional autonomy.

VI. State-By-State Summaries of Requirements For Certificates, Diplomas and Associate Degrees

ALABAMA

There are no general state requirements and definitions that differentiate between a certificate, diploma and associate degree for public senior institutions. Actual requirements for these awards are defined by the individual institution.

The State Board of Education, the governing board of the two-year institutions, has developed guidelines which differentiate between the various awards of certificate, diploma and associate degrees.

ALASKA

Minimum standards established by regulation includes:

1. Continuing Education Units (CEU's). One unit for every 10 contact hours.

2. Associate Degree

   a. 90 quarter hours, or
   b. 60 semester hours, or
   c. 900 clock hours.

ARKANSAS

The state does not have laws or regulations which specify the reqirements for certificates, diplomas, and associate degrees, however, there is fairly consistent usage of these terms which result from the program review process and commonly accepted definitions rather than specific legal or regulatory statements.

Certificate of Course Completion: Awarded upon completion of an individual course or instructional program which is less than an academic year. No general education component.

One-Year Certificate or Diploma: Awarded upon completion of an organized program of an academic year in length. General education component is usually limited to directly applied communications and computation skills.

Two-Year Diploma: Awarded upon completion of an organized program of two academic years in length. General education component usually limited to directly applied communication and computation skills.

ARKANSAS, continued

Associate of Arts Degree: Awarded upon completion of two years of college credit work which is transferable toward a baccalaureate degree. Does not commonly contain occupational courses which will not transfer and apply toward a baccalaureate degree. Significant general education components are specified by the institutions.

Associate of Science Degree: Awarded upon completion of two years of college credit work with an occupational objective, but nearly all of which may transfer toward one or more specific baccalaureate degrees at one or more institution. General education component is related to the occupation, but usually less than for the A.A. and greater than for the A.A.S.

Associate of Applied Science Degree: Awarded for two-year college credit programs with occupational objectives. General education component only as necessitated by occupation involved.

Associate in General Education: Awarded for completion of two years of college work based upon an individually developed program. Little general education specified though for individual students it may be extensive. Used primarily with adult students who have specific needs not related to requirements for A.A. or A.A.S. degrees.

Advanced Certificate: Recently emerging in "hi tech" areas and are one-year certificates that provide further specialization beyond an A.A.S. degree program. Examples are microcomputer repair or biomedical electronics which are built upon a completed A.A.S. program in electronics. Additional general education component only as it applies directly to employment.

CALIFORNIA

The State of California defines and provides guidelines for the use of the terms "associate degree," "diploma" and "certificate" in its Administrative Code. Definitions and guidelines are provided for two types of institutions: public community colleges and private, unaccredited, degree-granting colleges and universities.

Community Colleges

Associate Degree:

a. Major Requirements -- 18 semester units (or 27 quarter units) in a single discipline or related disciplines.

b. General Education Requirements -- 18 semester units (or 27 quarter units) including 3 semester units (or 4 quarter units) in each of the areas (A), (B) and (C), and the same minimum in each part of (D). The remainder is also to be selected from among these four areas or as determined by local option:

1. Natural Sciences
2. Social and Behavioral Sciences
3. Humanities
4. a. English Composition, b. Communication and Analytical Thinking, c. Ethnic Studies will be offered in at least one of the required areas.

Certificate of Achievement: May be awarded by a district governing board to any student whom the governing board determines has completed successfully any course of study or curriculum for which a certificate is offered.

Diploma: The governing board of any community college district maintaining an adult school shall prescribe the requirements for the granting of a diploma.

Private, Unaccredited, Degree-Granting Colleges and Universities

Diplomas and Degrees: The California Administrative Code specifies only the type of information that must be contained on the diploma or degree document itself. Such information shall contain at least all of the following:

a. The full name of the institution;

b. The address of the institution or the city of its principal campus or administrative facility;

c. The date the document is issued;

d. The full legal name of the recipient; and

e. A full and clear citation of the diploma course completed, the course of study or discipline in which the degree is earned, or the distinction in which the honorary degree is conferred, as appropriate.

On January 15, 1985 the Council for Private Postsecondary Educational institutions recommended that the following standard pertaining to the associate degree be added to the State's Administrative Code:

Proposed Regulations: Degree programs and designated titles which are not clearly and obviously innovative shall not

CALIFORNIA, continued

deviate substantially in required competencies from those commonly required, used, and traditionally accepted as a mark of learning in accredited institutions.

The Associate of Arts and Associate of Science degrees shall be awarded to students who demonstrate a quality of sequential learning equivalent in breadth of knowledge and understanding (i.e. general education) and equivalent in depth of achievement to that normally acquired in two years of study beyond high school.

COLORADO

The State of Colorado makes provision, through the State Board for Community Colleges and Occupational Education (SBCCOE) approved policies, for its area vocational schools and community colleges and selected four-year colleges to award certificates in approved vocational/technical programs. SBCCOE also has approval authority of five types of Associate Degrees in private occupational schools (A.A.; A.S.; A.A.S.; A.O.S.; and A.G.S.)

The state makes provision, through the Colorado Commission on Higher Education (CCHE) approved policies for its public community colleges and selected four-year colleges to award four types of Associate Degrees (A.A.; A.S.; A.A.S.; and A.G.S.).

The following awards may be conferred by postsecondary institutions in the State of Colorado.

Certificate: An award for the successful completion of a specific course or program objective.

Any state approved private occupational school is eligible to award appropriate certificates for individual subjects or a combination of subjects as listed in the school's catalog after receiving approval to do so by SBCCOE.

Diploma: An award for the successful completion of an approved prescribed course of study in a particular field of endeavor requiring less than two years to complete.

Any state approved private occupation school is eligible to award a diploma upon completion of the prescribed course(s) of instruction after receiving approval to do so by SBCCOE.

Associate Degrees: Awarded to students completing degree credit bearing courses that are organized into an approved program of 60 to 75 degree semester credit hours (90-113 quarter hours). SBCCOE may grant an exception to the maximum credit limit when presented with justification for A.A., A.S. or A.A.S. degrees upon request from the proposing institution. There are five types of associate degrees postsecondary institutions (public and private) are eligible to award.

1. Associate of Arts (A.A.): A degree that is intended for transfer to baccalaureate programs offered by senior colleges and universities, A.A. degree programs require at least 45 quarter credit hours or 30 semester credit hours of general education. Minimum total credit hours are 60 semester and 90 quarter; maximum credit hours are 68 semester and 102 quarter hours.

All state approved comprehensive community or junior colleges, and selected public four-year colleges are eligible to award the A.A. after receiving approval to do so by CCHE. There is only one A.A. degree offered by each college. Private occupational schools are also eligible to offer this degree upon approval by SBCCOE, however, none offer this degree at this time.

2. Associate of Science (A.S.): A degree that is intended for transfer to baccalaureate programs offered by senior colleges and universities. A.S. degree programs require at least 45 quarter credit hours or 30 semester credit hours of general education. Minimum total credit hours are 60 semester and 90 quarter; maximum credit hours are 68 semester and 102 quarter hours.

All state approved comprehensive community or junior colleges and selected public four-year colleges are eligible to award the A.S. after receiving approval to do so by CCHE. There is only one A.S. degree offered by each college. Private occupational schools are also eligible to offer this degree upon approval by SBCCOE, however, none offer this award at this time.

3. Associate of General Studies (A.G.S.): A degree, not intended for transfer, in which each student develops, in consultation with counselors and/or faculty advisors a written statement of objectives and courses needed to meet those objectives. A.G.S. degree programs require at least 24 quarter credit hours or 16 semester hours of general education.

All state approved comprehensive community or junior colleges and selected public four-year colleges are eligible to award the A.G.S. after receiving approval to do so by CCHE. Private occupational schools are also eligible to offer this degree upon approval by SBCCOE, however, none offer this award at this time.

4. Associate of Applied Science (A.A.S.): A degree that is

intended to prepare students to enter skilled and/or paraprofessional occupations. A.A.S. degree programs require at least 18 quarter hours or 12 semester credit hours of general education.

All state approved community or junior colleges, private occupation school and selected four-year colleges are eligible to award the A.A.S. after receiving approval to do so by CCHE. There is only one A.A.S. degree offered by each college. Program within this degree category must be approved by CCHE, except in private occupational schools, where approval is granted by SBCCOE.

5. Associate of Occupational Studies (A.O.S.): A degree not intended for transfer that prepares for entry level employment in a particular occupational field.

All state approved, private occupational schools are eligible to award the A.O.S. after receiving approval to do so by SBCCOE.

CONNECTICUT

Connecticut statutes and regulations do not provide separate guidelines for certificates, diplomas and associate degrees except that at least 60 semester hours of college-level work shall be completed for an associate degree.

The position of the Department of Higher Education has been that all college credit programs and institutions offering such programs are subject to review and approval by the Board of Governors.

The Connecticut state oversight agency of the award of college credit and degrees is the Board of Governors for Higher Education for which the Department of Higher Education serves as staff.

A degree is "any letters or words, diploma, certificate or other symbol or document which signifies satisfactory completion of the requirements of a program of higher learning."

A program of higher learning is "any course of instruction for which it is stated or implied that college or university - level credit may be given or may be received by transfer." Section 10a-34(a)

The Board of Governors does not regulate awards for noncredit-bearing courses or honorary awards. However, no one may use the term "college" or "university" or any other name tending to designate it as an institute of higher learning unless they possess a license from the Board of Governors.

CONNECTICUT, continued

Requirements for specific degrees are as follows:

"Requirements for a degree shall be consistent with current standards, practices, and trends and the purposes of the institution and its programs. Guidelines for the granting of various degrees shall include at least the following or their equivalents: Associate degree--completion of at least sixty semester hours of college-level work;...." Section 10-330-17(c)

No specific guidelines exist for different degrees, but the practice of the Board of Governors has been to review each proposed new degree and program carefully with particular attention to consistency between curriculum and degree title and the proportions of general and specialized education in the curriculum. Section 10a-34(a)

FLORIDA

The State Board of Education Rule 6A-14.30 authorizes community colleges to provide instruction and to confer the following awards:

1. Associate in Arts Degree;
2. Associate in Science Degree;
3. Vocational Certificate;
4. Supplemental Instruction;
5. High School Diploma;
6. Compensatory Education;
7. Citizenship Instruction;
8. Recreational and Leisure Time Instruction.

1. Associate in Arts Degree. Each community college shall provide programs of instruction consisting of courses offered to freshmen and sophomores in baccalaureate programs. The courses shall be classified in the Community College Management Information System as advanced and professional courses. Satisfactory completion of courses within the programs shall be recognized by the award of units of measure called college credit. Upon satisfactory completion of a planned program of sixty (60) college credits, including the demonstration of the attainment of predetermined and specified performance requirements, and subject to law and rule, the Associate in Arts degree shall be awarded.

2. Associate in Science Degree. Each community college shall provide programs of instruction consisting of college-level courses to prepare for entry into employment. The courses shall be based in theory and of sufficient complexity, rigor, and theory to be college level. The courses shall be classified in the Community College Management Information System as advanced and professional courses or postsecondary vocational courses.

The programs shall not include courses classified as postsecondary adult vocational courses. Satisfactory completion of courses within the programs shall be recognized by the award of units of measure called college credit. Upon satisfactory completion of a planned program of not less than sixty (60) college credits, including the demonstration of the attainment of predetermined and specified performance requirements, and subject to law and rule, the Associate in Science degree shall be awarded. Should a program of instruction consisting of college-level courses to prepare for entry into employment require less than sixty (60) credits, the college may award a certificate to evidence satisfactory completion of the program.

3. Vocational Certificate. Each community college with a department designated as an area vocational education school, shall provide programs of instruction consisting of noncollege-level courses to prepare for entry into employment, as do the postsecondary area vocational/technical centers assigned to public school boards. The courses shall be classified in the Community College Management Information System as postsecondary adult vocational courses. Satisfactory completion of courses within the programs shall be recognized by the award of units of measure called vocational credit. Upon satisfactory completion of a planned program, including the demonstration of the attainment of predetermined and specified performance requirements, and subject to law and rule, the vocational certificate shall be awarded. A community college without a department designated as an area vocational education school may provide Vocational Certificate programs of instruction under an agreement with a public school board in the community college district.

The minimum standards and rules adopted by the State Board of Education and executed by The State Board of Independent Colleges and Universities for nonpublic (independent) colleges and universities defines the associate degree in Chapter 6E-1 of the Rules of the State Board of Independent Colleges and Universities, "Associate Degree" shall mean a degree that requires no fewer than sixty (60) semester hours or ninety (90) quarter hours.

Rules of the State Board of Independent Postsecondary Vocational, echnical, Trade and Business Schools, Chapter 6F-1, pertain to schools that do not grant an associate or higher degree in which is included eighteen (18) or more quarter hours or twelve (12) or more semester hours in general education or liberal arts courses such as English literature, mathematics, psychology, sociology, chemistry, biology, music, art, religion, philosophy, etc., and which courses do not contribute to the specific specialized degree.

FLORIDA, continued

Independent postsecondary vocational, technical, trade and business schools may offer:

(a) Courses of study related to the school's purpose and organized to provide a sequence which leads to the attaining of competence in the respective area or field of study;

(b) Courses of instruction preparing the student for an occupation conforming to the standards and training practices generally acceptable by the occupational fields for which students are being prepared. If the board has adopted rules prescribing minimum course and/or program standards which must be met by licensed schools offering such courses and/or programs, the standards shall be followed unless deviation therefrom is justified to and approved by the board in writing; and

(c) The amount of time scheduled for a course of instruction shall be sufficient to enable the student to acquire marketable or other skill to the degree claimed in the school's published documents. The number of clock hours, semester hours, quarter hours, or lessons to be completed, for each subject shall be shown in the description of the subjects and courses and shall be made available to each student.

GEORGIA

University System of Georgia

Institutions are required to receive approval from the chancellor and the Board of Regents prior to offering a degree.

Associate Degrees: Awarded to students completing degree credit-bearing courses, programs or activities that require 90 degree quarter credit hours. Not applicable to courses, programs or activities in avocational/recreational or continuing professional education. There are generally three types of associate degrees offered by colleges and universities in the system:

1. Associate of Applied Science (A.A.S.): A degree where a substantial portion of the courses are not transferable to a baccalaureate degree program.

Usually about half of the credits leading to an A.A.S. are in general education. Acceptance of credits toward a baccalaureate degree is a decision of the receiving institution.

Applicable only to vocational/technical education. Board approval is required for each major in which the A.A.S. is conferred.

2. Associate of Science: A degree which is transferable to a baccalaureate degree and generally represents the first two years of a Bachelor of Science (B.S.) degree program. Acceptance of credits in transfer to a degree program is a mandated by board policy.

Two-thirds of the credits leading to the A.S. must be in the liberal arts and sciences.

Not applicable to courses, programs or activities in avocational/recreational or continuing professional education. Board of Regents authorization is required for an institution to have authority to confer the A.S. degree.

3. Associate of Arts (A.A.): A degree which is transferable to a baccalaureate degree and generally represents the first two years of a liberal arts baccalaureate program leading to a Bachelor of Arts (B.A. or A.B.) degree. Acceptance of the credits in transfer is mandated by board policy.

Three-quarters of the credits leading to the A.A. must be in the liberal arts and sciences.

Not applicable to courses, programs or activities in vocational/occupational, avocational/recreational or continuing professional education. Board authorization is required for an institution to have authority to confer the A.A. degree.

HAWAII

Certificates:

1. Certificate of Attendance: An unofficial document issued by UH Community Colleges to students who have attended credit or noncredit courses or activities which do not meet the Certificate of Completion criteria. This document certifies attendance and not evaluation of performance. Any public UH Community College is eligible to award Certificates of Attendance in specific areas as approved by the provost of each campus. The campus provost confers this document.

2. Certificate of Completion (C.C.): A credential awarded by the UH Community Colleges to students who have successfully completed designated short-term vocational education credit courses or vocational education course sequences which provide them with job-upgrading or entry-level skills. Not less than three nor more than 23 credit hours, and a GPA of "C" are required for the certificate. Any public UH Community College is eligible to award Certificates of Completion after receiving approval to do so from their chancellor. Chancellors may approve Certificates of Completion in specific areas that have been

authorized by the Board of Regents to offer the Certificate of Achievement and/or A.S. degree, and in areas not requiring substantial new or reallocated resources. Board of Regents approval is required for Certificates of Completion in new program areas as defined by executive policy.

3. Certificate of Achievement: A credential offered by the UH-Community Colleges to students who successfully complete a prescribed series of vocational/technical courses leading to an occupational skill and usually including appropriate courses in related and general education.

- Required credit hours: 24-45 (unless external requirements exceed this number).

- Minimum GPR: 2.0 (some majors require "C" grades in major courses).

- General education: No minimum requirements, but students must meet proficiency requirements in communications and mathematics.

- Major courses: As specified for individual programs.

Any public two-year UH Community College is eligible to offer the Certificate of Achievement in specific areas after receiving approval to do so from the University of Hawaii Board of Regents. Approval is required for each program in which this certificate is awarded. The Board of Regents confer the Certificate of Achievement.

Associate Degrees:

1. Associate in Arts (A.A.): A credential offered by the UH Community Colleges and by the Community College component of UH-Hilo to students successfully completing a two-year program of liberal arts courses designed for transfer toward a baccalaureate degree or structured as a nontransfer terminal degree. Acceptance of credits in transfer is a decision of the receiving institution. Sixty semester credit hours and a 2.0 minimum GPR are required. The final 12 credits are taken in residence; this requirement may be waived. Any public two-year UH Community College is eligible to offer the Associate in Arts degree if approved to do so by the University of Hawaii Board of Regents. The board confers the degree. The degree does not designate majors and approval is not required for each course.

2. Associate in Science: A credential offered by the UH Community Colleges, the Community College component of UH-Hilo, and in Nursing at UH-Manoa. This degree is granted to students successfully completing a two-year program of vocational/technical courses and related general education

courses. The degree is intended to prepare students for gainful employment. In some areas it also prepares students for transfer to baccalaureate programs in applied fields.

- Required credit hours: 60-68 depending on the major.

- Minimum GPR: 2.0 (specific program may require a higher GPR or a "C" grade in each major course).

- General education requirements: Students must demonstrate proficiency in mathematics and communications. Liberal arts, applied liberal arts, and interdisciplinary courses as determined by the college or program -- minimum of 9 semester credits.

- Major course requirements: Courses required by major program, and electives as needed to meet total credit hour requirements.

- Credits in residence: Final 12 credits in major; this requirement may be waived.

Any public two-year or more postsecondary UH institution is eligible to offer the Associate in Science degree in specific areas when approved to do so by the University of Hawaii Board of Regents. Approval is required for each program in which the A.S. degree is awarded. The Board of Regents confers the degree.

IDAHO

The following awards may be conferred by postsecondary institutions in the State of Idaho.

Certificate of Attendance: Awarded to students completing noncredit or credit bearing courses, programs and activities certifying only that the individual was in attendance 80% of the instructional time and successfully completed the objectives of the activity. The instruction is for vocational upgrading, retraining and instruction related to apprenticeship training.

Any state approved area vocational/technical school is eligible to award the certificate for courses, programs and activities approved by the State Board for Vocational Education. State Board approval is required for each course, program, or activity for which the award will be made. There are no restrictions on the level of instruction.

Certificate: A credential awarded for successful completion of full-time postsecondary work normally requiring less than two years. (Certificates are awarded for successful completion for vocational/technical programs.

Any state approved public postsecondary institution is eligible to award the Certificate after receiving approval to do so by the State Board for Vocational Education. Approval is required for each program for which the award will be made. The award is conferred for postsecondary level instruction.

Associate of Technology Degree: A credential awarded for successful completion of a technical program in Civil Engineering, Data Processing, Drafting/Design, Electrical or Electronic Technology plus 18 semester credits in general education including at least one course each in English composition, natural science, mathematics, humanities and social science.

Any state approved public postsecondary institution is eligible to award the Associate of Technology Degree after receiving approval to do so by the State Board for Vocational Education. Approval is required for each program of study for which the award will be made. The award is conferred for postsecondary level instruction.

Associate of Applied Science Degree: A credential awarded for successful completion of the equivalent of at least a two- but less than four-year program of technical study (68 semester credits or equivalent coursework). Requirements include technical coursework -- 42 to 46 semester credits (or equivalent clock hours); technical support coursework -- 10 to 14 semester credit hours (or equivalent clock hours); general education -- 12 semester credits (or equivalent clock hours, six credits must be in the area of communication skills; remaining six credits in economics, industrial relations, and/or human relations).

Any state approved public postsecondary institution is eligible to award the Associate of Applied Science Degree after receiving approval to do so by the State Board for Vocational Education. Approval is required for each program of study for which the award will be made. The award is conferred for postsecondary level instruction.

Associate of Science and Associate of Arts Degrees: Programs of instruction that require specified numbers of credits earned through postsecondary education work on the part of students. Completion of the program of instruction results in the awarding of a degree conferred on the student by the faculty and the institutional chief executive officer.

The Associate of Science and Associate of Arts are degrees which are transferable to a baccalaureate degree and generally represent the first two years of a Bachelor of Science (B.S.) or Bachelor of Arts (B.A.) degree, respectively. Liberal arts and science credits accumulated in attaining associate of applied science and associate of technology degrees may be applied to an

IDAHO, continued

A.S. or A.A. degree. Acceptance of credits in transfer to an associate or baccalaureate degree program is a decision of the receiving institution.

Not applicable to courses, programs or activities in vocational/occupational, avocational/recreational or continuing professional education or for courses, programs, activities offered by secondary or area vocational schools under the jurisdiction of the State Board of Education.

State Board of Education authorization to offer each degree program is required for the four-year public college and universities, proprietary schools, and out-of-state institutions offering these degree programs in Idaho. Associate of science degree programs offered by the junior colleges are approved by local junior college boards. Level of instruction must be postsecondary.

State Oversight Agency for the Award:

State Board of Education
- Public four-year college and universities
- Out-of-state institutions offering programs in Idaho

Local Junior College Boards
- Junior colleges

State Department of Education
- Proprietary schools

Two- and Four-Year Private Institution Boards
- Private institutions

ILLINOIS

Before any application for a degree program is submitted to the Illinois Board of Higher Education for approval, it must be approved by the applicable system board for public colleges and universities, or, in the case of private institutions, by their governing boards. The application for approval is then forwarded to the Board of Higher Education for its consideration.

Under the Business and Vocational School Act there is overlapping jurisdiction between the State Board of Education and the Board of Higher Education. The State Board approves only certificates and diplomas; it does not approve degree programs.

There is no statute or rule defining various degrees in Illinois. Degree content and structure are determined by the colleges and universities awarding the degree. When the Illinois

Board of Higher Education examines applications for program approval, it considers associate degrees and certificates as follows.

Commonly, associate degrees are awarded for completion of an organized unit of instruction of at least two years duration. Such degrees generally require satisfactory completion of 60-64 semester credit hours. Public community colleges are prohibited from offering units of instruction of greater than two years duration though a few private institutions grant associate degrees of greater than two but less than four years duration.

The Associate of Arts (A.A.) and Associate of Science (A.S.) degrees are awarded for the completion of the first two years of the Bachelor of Arts and Bachelor of Science curricula. Although some colleges award such degrees in specific disciplines (e.g., A.A. in History), this practice is becoming less common. The major is expected to be developed at the upper division while the A.A. and A.S. degrees provide the general education component of the baccalaureate degree.

The Associate of Applied Science (A.A.S.) degree is generally a terminal degree of two years duration. These instructional units lead directly to employment and do not prepare students to progress to the baccalaureate degree. Such degrees are generally comprised of one quarter general education, one-quarter cognate studies and one-half major field of study.

Certificates and diplomas commonly are awarded at the postsecondary level for instructional activities in the occupational disciplines having a duration of less than two years.

INDIANA

Principles for state policy towards publicly supported postsecondary vocational and technical education programs through the associate degrees of competency. Three of the ten principles include:

1. To the fullest extent possible, collegiate level vocational and technical education course credits should be acceptable for transfer to degree programs.

2. Upon completion of a prescribed number and distribution of college course credits in a vocational or technical education program, an associate degree may be awarded.

3. College level credit may be earned in vocational/technical education for: (a) in-class learning, or (b) assessment of prior learning.

INDIANA, continued

Policies concerning academic degrees are:

The Associate Degrees -- The Associate in Applied Science (A.A.S.) degree certifies the satisfactory completion of a prescribed set of time, experience and subject requirements. The character of the degree is established in part by the following conditions, which must be defined in any proposal to gain authority to award it. First, any A.A.S. degree program should include a concentration of study in a vocational, technical, occupational or related area. This usually means that at least forty-five and usually more of the ninety credits applicable toward the degree are completed in a single program area, or that sixty of ninety credits applicable toward the degree are completed in two related program areas. (The preceding is stated in terms of quarter hours. The totals will vary when expressed in semester hours.) Second, for reasons of quality control, only a limited number of credits earned at other institutions or in pass-fail courses, by examination, or for prior learning or life experiences, may be applied toward the A.A.S. degree. Third, the A.A.S. degree program must include instruction in a significant number of college-level courses in nonvocational/technical subjects.

The Associate in Science (A.S.) degree certifies the satisfactory completion of a prescribed set of time, experience and subject requirements. The character of the degree, which normally requires ninety quarter-hour credits, is determined by the balance of courses required in basic skills, general education, electives, and a major concentration in a professional or technical program area. The A.S. degree usually requires more general education, science, and mathematics than the A.A.S. degree, and is more often than the A.A.S. viewed as a transfer degree program. Both the A.A.S. and the A.S. require significantly greater concentration in a major than the Associate in Arts (A.A.) degree. A.S. degree programs must be designed with quality controls that govern the awarding of credits earned at other institutions or in pass-fail courses, by examination, or for prior learning or life experiences.

IOWA

The State of Iowa authorizes the merged area schools (area community colleges and area vocational schools) to award five different degrees, diplomas and certificates to students completing programs.

Associate in Arts (A.A.): Awarded to a person who has satisfied curricular requirements that consist of content equivalent to a two-year college parallel curriculum.

IOWA, continued

Awarded to persons satisfying curricular requirements that consist of content equivalent to a two-year college parallel curriculum and that meet the requirements of the articulation agreement approved by the merged area schools and the three state universities.

The minimum requirements for an Associate in Arts degree included in the articulation agreement include:

> The Associate in Arts degree will include a minimum of 60 semester (90 quarter) hours of courses designed and acceptable for transfer, with the understanding that 16 semester (24 quarter) hours of vocational courses could be included in the total.
>
> General education courses are defined as those courses which are created to broaden student knowledge in the arts and sciences. Forty semester (60 quarter) of transfer credit hours will be required within the following general divisions:
>
> a. Communications - 8 semester (12 quarter) hours
> b. Humanities - 8 semester (12 quarter) hours
> c. Math and/or Science - 8 semester (12 quarter) hours
> d. Social Science - 8 semester (12 quarter) hours
> e. Distributed requirement - 8 semester (12 quarter) hours will be taken from among the above four divisions.
>
> The remaining 20 semester (30 quarter) hours will be taken from arts and sciences electives designed and acceptable for transfer, with the understanding that 16 semester (24 quarter) hours of vocational courses could be taken.
>
> Maintain a minimum cumulative grade point average of 2.0 on all courses acceptable for transfer.

Associate in Science (A.S.): Awarded to a person who has satisfied curricular requirements that consist of content equivalent to a two-year college parallel curriculum.

This award is restricted to a person who has satisfied curricular requirements that consist of content equivalent to a two-year college parallel curriculum. The guidelines for the administrative rules suggest that this award is appropriate for a math/science core or the completion of a career option program.

Associate in Applied Arts (A.A.A.): Awarded to a person having satisfied curricular requirements and demonstrated competence for employment in the occupational field for which the program was designed.

IOWA, continued

This award is authorized for persons completing an approved preparatory career program in the applied arts.

Associate in Applied Science (A.A.S.): Awarded to persons having satisfied curricular requirements and demonstrated competence for employment in the occupational field for which the program was designated.

This degree is awarded to students completing an approved preparatory career program preparing individuals for employment in a technical occupation and other appropriate occupations.

Associate in General Studies (A.G.S.): Awarded to persons having satisfied curricular requirements of a two-year program other than set forth in 5.2(10).

The guidelines for this award are:

> The requirements for this degree should be flexible for individual students. The degree is not intended for transfer purposes. Four-year institutions would, therefore, recognize this as a specialized degree and could review the courses which constituted the degree to determine what would be acceptable for transfer purposes.
>
> This degree would provide appropriate recognition for students who complete 90 quarter (60 semester) hours of study and maintain at least a 1.8 grade point average. This degree program would be designed to meet individual student needs. It would incorporate significant amounts of college parallel courses with courses from career education and other programs.

Diploma: The award granted to a person who has been graduated from a curriculum of not less than 12 weeks in length.

The guidelines for this award provide:

> The institution establishes specific requirements for the diploma.
>
> The graduation requirements of the institution for this award are periodically reviewed to support their validity. (These guidelines have been established for both diplomas and certificates.)

Certificate: Awarded to persons to certify that they have satisfactorily completed a course of instruction other than the above.

See guidelines for Diploma.

KANSAS

The Kansas Board of Regents defines three associate level degrees for public, private and proprietary degree-granting in the State of Kansas. Certificates which meet vocational certification requirements would be defined by the State Department of Education, which monitors the state's community colleges and vocational/technical schools.

1. "Associate in Arts degree" means a transfer oriented degree consisting of courses totaling a minimum of sixty (60) semester credit hours granted to those who successfully complete programs which emphasize the liberal arts in which not less than forty-five (45) semester credit hours in general education are required.

2. "Associate in Science degree" means a degree consisting of courses totaling a minimum of sixty (60) semester credit hours designed to serve both career and transfer objectives granted to those who successfully complete programs which emphasize mathematics or the biological or physical sciences, or both, and which include not less than thirty (30) semester credit hours in general education.

3. "Associate in Applied Science degree" means a degree consisting of courses totaling a minimum of sixty (60) semester credit hours granted to those who successfully complete programs which emphasize preparation in the applied arts and sciences for careers, typically at the technical or semi-professional level, and which include not less than fifteen (15) semester credit hours in general education and not less than thirty (30) semester credit hours in the area of specialized preparation. Such programs may be transferred to a college or university upon validation of applicable course work.

LOUISIANA

The State of Louisiana provides, through the Louisiana Board of Regents, for its public colleges and universities to award certificates and various associate degree programs (A.A.S.; A. of (Specialty); A.S.; and A.A.). Similarly, the State of Louisiana makes provision through its Board of Elementary and Secondary Education (BESE) and its corollary, the State Department of Education, for its postsecondary schools to offer Associate of Occupational Studies degree, Diplomas and Certificates of Achievement.

Certificate

The "Certificate" is awarded to those students who satisfactorily complete a prescribed one-year course of study (may include a summer term) which is approximately 30 credit hours in length from an area generally considered occupational or vocational in nature, e.g., secretarial, mechanical, law enforcement, etc. While the majority of required courses are vocational/occupational/technical in nature, a few "general education" courses are required in the typical certificate program.

All four-year senior institutions, two-year transfer institutions, and Delgado Community College, the state's only comprehensive community college, are allowed to award the certificate, provided that approval is granted from the Board of Regents. Louisiana State University in Baton Rouge is disallowed from offering certificate (and associate degree programs) because the offering of these programs is outside the Louisiana State University's defined role and scope as the state's comprehensive university.

Associate of Applied Science (A.A.S.)

The Associate of Applied Science degree is awarded to those students who satisfactorily complete a prescribed two-year course of study (may include two summer terms) which is approximately 60 credit hours in length in a specialized technical area, e.g., drafting, construction, fire science, etc. Typically, selected courses are transferable to a baccalaureate degree program in a related area. Further, a limited number of general education/liberal arts courses are required in most programs of this type.

Associate in (Specialty)

This degree is awarded to those students who satisfactorily complete a prescribed two-year course of study (may include two summer terms) which is approximately 60 credit hours in length in a specialized or nonspecialized area, e.g., Associate of Secretarial Studies or Associate of General Studies. Typically, selected courses are transferable to a baccalaureate degree program in a similar or related area. Acceptance of credits in transfer to a baccalaureate program is the decision of the receiving institution. A limited number of general education/liberal arts courses are required in programs of this type.

Associate of Science (A.S.)

This degree is awarded to those students who satisfactorily complete a prescribed two-year course of study (may include two summer terms) approximately 60 credit hours in length from a science or science-related area. Credits earned in this degree are generally transferable to a baccalaureate degree in the same field or area, and generally represent the first two years of a

LOUISIANA, continued

Bachelor of Science (B.S.) degree program. Acceptance of credits in transfer to a B.S. program is the decision of the receiving institution. A limited number of general education/liberal arts courses are required in programs of this type.

Associate of Arts (A.A.)

A two-year degree program (may include two summer terms) requiring approximately 60 credit hours. Courses contained in this degree are generally transferable to a baccalaureate program and typically, represent the first two years of a Bachelor of Arts (B.A.) degree. Acceptance of credits in transfer to a B.A. program is the decision of the receiving institution. A limited number of general education/liberal arts courses are required in programs of this type.

The following awards are conferred by high schools, vocational/technical schools, and St. Bernard Community College and Bossier Parish Community College under the jurisdiction of the Board of Elementary and Secondary Education (BESE); some exceptions exist.

Associate of Occupational Studies (A.O.S.)

A two-year degree program (may include two summer terms) requiring approximately 60 credit hours. While this degree is often "terminal," credits may be considered on an individual basis by the receiving institution for transfer to a baccalaureate program. A minimum of 60 percent of the course of study shall be in a specific occupational area (e.g., A.O.S. in data processing). Bossier Parish Community College and St. Bernard Community College currently award this degree.

Certificate of Achievement

Local school systems shall be authorized to issue a State Certificate of Achievement to exceptional students based upon their achieving certain competencies and meeting specified conditions.

Diploma

A state high school diploma cannot be denied to a student who meets the state minimum high school graduation requirements; however, in those instances in which the State Board of Elementary and Secondary Education (SBESE) authorizes a school system to impose more stringent academic requirements, a school system diploma may be denied.

MAINE

1. There is only one diploma program remaining in the State of Maine -- a diploma nursing program at one of the hospitals.

2. Certificate programs are offered by the University of Maine System and by the vocational/technical institutes.

The vocational/technical institutes must seek approval through the commissioner of education and cultural services and the State Board of Education. A campus in the University System does not need either chancellor's office or Board of Trustees approval for less than degree programs. Such programs are signed-off at the campus president level.

3. Associate degree programs are offered by private colleges and universities in the state, by vocational/technical institutes, and by the University of Maine System.

Private institutions must have legislative authority to offer a particular degree level -- categorical, not program, authority. Thus, if a private institution is authorized to offer associate degrees, it can offer any and all associate degree programs it wishes subject to its own internal decision making.

A vocational/technical institute requires approval of the commissioner of education and the State Board of Education. It requires, further, a legislative appropriation for each new program.

There is a joint committee of University-VTI representatives to review associate degree programs proposals from either set of institutions.

The University System is authorized to offer associate degree programs under its charter. No further authorization is required. Internally, all new program proposals require Board of Trustee approval.

Associate degree programs within the University System are not categorized -- occupational, applied science, specialty, etc. It is also reasonably certain such categorization is not used among the VTI's and private institutions though, since the sectors are independent of each other; it is possible the other institutions do make such distinctions.

MARYLAND

By the authority granted by the Maryland General Assembly and the Governor of Maryland, the State Board for Higher Education is charged with establishing minimum requirements for issuing certificates, diplomas and degrees by public and private institutions of postsecondary education in this state.

Those independent institutions operating under charters granted by the Maryland General Assembly are exempt from above referenced regulations unless otherwise requesting authorization to award a new or higher degree not covered under its authorized charter.

1. Certificate (Lower Division): Certificate awarded for successful completion of a minimum of 12 semester credit hours at the freshman or sophomore levels, or both.

Only applicable to two-year degree-granting colleges.

2. Associate of Arts Degree (A.A.): Degree awarded for successful completion of a program of 60 to 70 undergraduate semester credit hours.

For an associate degree a two-year college shall require satisfactory completion of not less than 60 or more than 70 semester hours, or equivalent hours of college credit distributed according to the requirements of the curriculum. A minimum average of 2.0 on a 4.0 scale will be required for graduation in both degree and certificate programs. At least 30 credit hours shall be earned by direct classroom instruction and laboratory experience for the conferral of a degree. At least 15 semester hours of credit shall be earned in residence at the institution granting the degree.

The conferral of an associate degree requires the satisfactory completion of the requirements of a program of studies representing a planned sequence of learning experiences consisting of at least 60 semester hours of college-level work. Academic credit required for graduation is exclusive of credit that may be awarded for remedial basic study skills courses and college orientation. Every one of these degree programs should include not less than 15 semester hours of required arts and science courses distributed among the humanities, natural sciences and mathematics and social sciences.

Every occupational curriculum leading to the associate degree shall have at least 24 semester hours of required courses designed specifically for the occupation for which preparation is offered.

Transfer curricula shall provide courses in English, foreign languages, social sciences, natural sciences, mathematics, and fine arts equivalent to those prescribed in the lower division of four-year colleges and universities. In addition, there shall be sufficient diversity of elective courses in these or other fields to meet transfer requirements for admission to those institutions.

Primarily for two-year degree-granting institutions. University of Maryland-University College is restricted by offering degree solely on military installations. A few selective independent institutions offer degree in limited program areas.

3. Certificate (Upper Division): Certificate awarded for successful completion of 12 to 24 semester credit hours at the junior or senior levels, or both.

Four-Year Degree-Granting Institutions.

MASSACHUSETTS

The Commonwealth of Massachusetts makes provision, through the Board of Regents of Higher Education approved rules and regulations, for its postsecondary schools, colleges and universities to award Certificates, Associate in Science, Associate in Arts and Associate in Applied Science degrees.

Certificates are awarded to students completing board-approved programs of at least one academic year's duration (approximately 30 credit hours or more). These certificates shall carry the signature of the chairman of the board and the president of the college. Individual colleges may award certificates for programs of less than one year's duration and fewer than 30 credit hours. Such certificates shall indicate the scope of the program, including credit, length of program or special purposes.

> The Associate in Arts (A.A.) degree shall be given to students who have satisfactorily completed the requirements of an institutinally-designed and board-approved program of collegiate level courses, at least 33 credits of which have been from the field of Liberal Arts and Sciences.
>
> The Associate in Science (A.S.) degree shall be given to students who have satisfactorily completed the requirements of an institutionally-designed and board-approved program of collegiate level courses, at least 20 credit hours of which shall be drawn from the field of general education outside the field of specialization.
>
> The Associate in Applied Science (A.A.S.) degree shall be given to students who have satisfactorily completed the requirements of an institutionally-designed and board-approved program having a minimum of 16 hours of general education with strong emphasis on specialized courses and practicum. (These are frequently given jointly with cooperating vocational schools.)

The general education component, should include one-quarter requirement or at least 15 hours and must be in the Liberal Arts and Sciences.

Board of Regents approval is required for each course, program or activity in which the A.A., A.S., or A.A.S. is conferred. Level of instruction must be postsecondary.

MICHIGAN

The State of Michigan makes no provision for establishing requirements and/or definitions for degrees and awards for Michigan colleges and universities. Each institution is autonomous in this regard.

MINNESOTA

The Minnesota Higher Education Coordinating Board must approve all degrees granted by private postsecondary education institutions operating in Minnesota under the Private Institutions Registration statute.

The standards found in the Private Institutions Registration rules are very broad and general; however, the board has adopted specific guidelines for associate degrees. It is the board's view that a student earning an associate degree should have exposure to the broad arts and sciences as well as to a skill area.

The Coordinating Board recommended on October 30, 1980, the following guidelines pertaining to Associate Degrees in Minnesota Postsecondary Institutions that:

A. The guidelines for awarding the associate degree in Minnesota be:

1. The length of programs should be the equivalent of at least six full-time quarters (four semesters, 72 weeks) in length.

2. The liberal arts component for associate degree designations should be as follows:

a. Programs designated as Associate in Arts (A.A.) be composed of at least two-thirds (2/3) liberal arts and science coursework.

b. Programs designated as Associate in Science (A.S.) be composed of at least one-half (1/2) liberal arts and science/general education coursework.

c. Programs designated as Associate in Applied

Science (A.A.S.) be composed of at least one-third (1/3) liberal arts and science/general education coursework.

3. Programs that do not contain a liberal arts and science/general education component should be labeled certificate, diploma or some other designation that contains neither the term "associate" nor "degree."

B. The state's governing boards apply these guidelines to the associate degrees that are awarded by institutions under their jurisdiction.

C. Minnesota's area vocational/technical institutes not expand their mission in the state by expanding their general education/liberal education courses in order to offer associate degrees. The AVTIs should offer degrees only through cooperative efforts with collegiate institutions that offer the general education component as provided in 2c (A.A.S.) above.

D. Exceptions to C (above), i.e., where cooperative arrangements with collegiate institutions are not possible, should be justified through the board's normal program review process.

E. In instances where the standards of national accrediting groups conflict with institution, system or state policy, such conflict should be brought to the attention of the Higher Education Advisory Council for review and recommendation to the governing boards and the Higher Education Coordinating Board.

MISSISSIPPI

Any institution in Mississippi that is accredited by the Mississippi Commission on College Accreditation may award degrees as defined by its governing board. This accreditation is based on the institution's being accredited by the appropriate regional or national accrediting body. The eight public universities in Mississippi are governed by the Board of Trustees of State Institutions of Higher Learning. This Board of Trustees has the authority to define awards and degrees per Section 37-101-15 of the Mississippi Code. Each of the public junior colleges has its own board. The public junior colleges are given authority to award degrees and awards under Section 37-29-233 of the Mississippi Code. Each accredited private institution may define its own awards within the purposes for which it was chartered and accredited.

All proprietary institutions are required to register with the Commission of Proprietary School and College Registration. Each may then define its certificates and diplomas but may not award collegiate degrees unless accredited by the Mississippi Commission on College Accreditation.

Public Universities

Certificates: Certificates are awarded to students completing programs reviewed and approved by the Board of

Trustees of State Institutions of Higher Education. Requirements vary by specialty area, by requirements of jobs for which training is offered, and by educational level required of students entering the programs. All programs are postsecondary and require a minimum of twelve months to complete.

Approval is required for each program. The Board of Trustees has phased out all but two nonmedical and four medical certificate programs in the eight public universities.

Associate Degree (ADN only): A degree which represents a concentration in nursing and is designed for entry into employment. The degree is not developed for transfer into a baccalaureate program although the credits may be evaluated for acceptance by the receiving institution.

Approval is required for each program. The ADN is the only associate degree approved by the Board of Trustees.

Community Colleges

Certificates/Diploma: Awarded to students completing organized and approved courses of study in occupational oriented programs; from 450 clock hours to 2,160 clock hours or from 15 to 72 semester credit hours; attests to attainment of certain skills in specified field; postsecondary level.

Approval is required of each course of study for which a certificate or diploma is awarded. Level is postsecondary.

Institution may choose between certificate or diploma for award.

Associate Degrees: Awarded to students completing an outlined course of study of at least 60 semester credit hours on the collegiate level. Applicable to university-transfer curricula and "technical" programs. Two types exist.

1. Associate of Arts (A.A.) and Associate of Science (A.S.): A degree which represents the first two years of a

MISSISSIPPI, continued

baccalaureate program in liberal arts (B.A.) or science (B.S.). No courses specified; at least twenty-five percent shall be general education; usually dictated by curriculum outline of senior institution(s) to which students matriculate.

2. Associate of Applied Science (A.A.S.): Also ADN, A.S., A.T., and A.B. by individual schools. A degree which represents concentration in a recognized and identifiable area of knowledge and which is designed for entry into the technician level of employment. The degree is not developed for transfer to a baccalaureate program although the credits may be evaluated for acceptance by the receiving institution.

Twenty-five percent of the credits must be in general education, especially communicative and mathematical skills. Approval for each curriculum must be obtained.

Proprietary Institutions

Certificate of Completion: Awarded to students completing nondegree credit bearing courses, programs and activities certifying only that the individual was in attendance when the instruction was presented. The instruction may be occupational/vocational, avocational/recreational or continuing professional.

Any registered institution is eligible to award the certificate of completion after receiving approval to do so by the Commission on Proprietary School and College Registration. Approval is required for each course, program, or activity for which the award will be made. There is no restriction in the level of instruction.

MISSOURI

The State of Missouri has not developed the detailed definitions and requirements for degrees and certificates suggested in your request. General degree requirements have been developed by institutions and are monitored through the regional accrediting association. The structure of a new degree program is evaluated as part of the approval process for new degree programs, but the Coordinating Board has not adopted specific definitions for each type of certificate or degree.

MONTANA

Montana does not have written statewide policies or definitions for certificates, diplomas and associate degrees.

MONTANA, continued

The only statute in Montana Law is as follows:

> 20-25-107. Regulation of award of degrees -- penalty.
>
> 1. No person, corporation, association, or institution shall issue any degree or such similar literary honors as are usually granted by universities or colleges without the prior approval of the regents of the adequacy of the course of study.
>
> 2. This section does not apply to any educational institution accredited by an educational accrediting association whose accrediting is found by the regents to be generally recognized by state and other universities in the United States.
>
> 3. Violation of this section is a misdemeanor.

All organizations or institutions offering postsecondary education are required to be licensed by the Department of Commerce unless exempted because of their status of regional accreditation.

NEBRASKA

In Nebraska, there are no state requirements for, or definitions of, certificates, diplomas and associate degrees. The requirements, titles and definitions are developed by each institution.

TECHNICAL COMMUNITY COLLEGES

Central Community College

Certificate: Completion of at least eight semester hours of credit in a declared skill area.

Diploma: Completion of at least 32 semester hours of credit to develop skills in an occupational field.

Associate Degree (Platte Campus): Completion of at least 64 semester hours (18 in general education) in a program designed for transfer to a four-year program.

Associate of Applied Science: Completion of at least 64 semester hours in a program designed for a specific occupational area.

Metropolitan Technical Community College

Certificate of Completion: May be awarded to a student who completes successfully fewer than 48 quarter hours of a specified program.

Certificate of Achievement: Awarded to a student completing the requirements of a career program with a minimum of 48 quarter hours.

Associate in Applied Science: Awarded to a student completing the requirements of a career program with a minimum of 96 quarter hours.

Mid-Plains Community College

Diploma (9 month): At least 30 semester hours.

Vocational Diploma (12 month): At least 42 semester hours.

Academic Diploma: At least 60 semester hours.

Technical Diploma (18-21 months): At least 60 semester hours and all prescribed courses.

Associate of General Studies: At least 60 semester hours in a course designed to meet personal or career goals of student.

Associate of Applied Science: At least 60 semester hours in a program with an emphasis in the broad field of technology.

Associate of Arts: At least 60 semester hours in a program with an emphasis in the broad field of communications, humanities or social sciences.

McCook Community College

Certificate of Completion: Awarded for successful completion of activities which qualify for a Continuing Education Unit (CEU) credit.

Diploma: Awarded for successful completion of a prescribed course of study.

Associate of General Studies: Completion of 60 semester hours in a program of study designed for the student's experiences, competencies and goals.

Associate of Applied Science: Completion of a minimum of 60 semester hours in a vocational/technical curriculum.

Associate of Arts: Completion of a minimum of 60 semester hours in a liberal arts and science curriculum.

NEBRASKA, continued

Northeast Technical Community College

Certificate: A planned curriculum of credit courses for a specific skill area, not to exceed 30 semester credit hours.

Diploma: A program of study leading to specific employment skills of at least 30 semester credit hours.

Associate of Arts: Completion of a minimum of 60 semester credit hours in a liberal arts curriculum.

Associate of Science: Completion of a minimum of 60 semester credit hours in a liberal arts curriculum with emphasis in science and mathematics.

Associate of Applied Science: Completion of a minimum of 60 semester credit hours in a vocational/technical curriculum.

Southeast Community College - Fairbury Campus

One-Year Diploma: A general education or one-year vocational program with a minimum of 30 credit hours.

Two-Year Diploma: A general education program with a minimum of 60 credit hours.

Associate of Applied Science: Career-oriented programs which are terminal or transferable with a minimum of 60 credit hours.

Associate of Arts: A general education program requiring a minimum of 60 credit hours.

Southeast Community College - Beatrice, Lincoln and Millard Campuses

Required curriculums listed but no general definitions of awards or degrees are given in the catalogue.

Western Nebraska Technical College

Special Diploma: Programs with varying semester hours requirements for completion (18 - 72.5 semester hours).

One-Year Diploma: A vocational program requiring at least 36 semester credit hours.

Associate of Applied Arts: A vocational-technical program requiring at least 72 semester credit hours.

Nebraska Western College

Certificate: Completion of a program of study with 30 semester hours or less.

Diploma: Completion of the Practical Nursing Program.

Associate of Arts: Completion of a minimum of 60 semester hours in a liberal arts and humanities concentration.

STATE COLLEGES

Chadron State College

Associate of Arts: Completion of the same program for the minor area in the BA degree plus the general studies requirement.

Peru State College

Associate of Arts: A program in Early Childhood Education requiring 64 semester hours.

University of Nebraska - Lincoln

Associate in Technical Agriculture (Curtis): Successful completion of specified two-year course.

Certificate in Agriculture: Minimum requirement of 60 semester hours.

University of Nebraska at Omaha

Associate: A minimum of 70 credit hours in the Fire Technology Program.

University of Nebraska Medical Center

Associate of Science: Two-year (24 months) program in specific technological program.

Associate of Science in Nursing: A 72-semester credit hour program of study.

NEVADA

The State of Nevada makes provision, through Board of Regents' policy, to award Certificates of Achievement and three types of associate degrees. The standards below are for public higher education in the state. They do not address proprietary institutions.

Certificate

A one-year program which requires a minimum of 30 credits.

Area of Study	Credits
English/Communications	6
Major Occupational Area	18
Electives	6-8
	30-32

Associate of Arts (A.A.)

Transferable to a four-year college or university. Provides for two years of study in the basic subject areas toward a baccalaureate degree. Minimum semester credits required: 60. General education requirements:

Subject Area	Credits
English	6
Constitution	3
Science and Mathematics	8
Social Sciences	12
Fine Arts-Humanities	9
Electives	22-26
	60-64

Associate in Applied Science (A.A.S.)

Designed for students who desire a two-year course of study and training in an occupational career field. Minimum of 60 semester credits required. General education requirements:

Area of Study	Credits
English	6
Constitution	3
Social Science	6
Science and Mathematics	6
Electives	15-19
Major Occupational Area	24
	60-64

Associate of General Studies

Provides a broad, interdisciplinary education. Minimum of 60 semester credits required. General education requirements:

Subject Area	Credits
English/Communications	6
Constitution	3
Science and/or Mathematics	4

NEVADA, continued

Social Sciences	3
Fine Arts/Humanities	3
	19

NEW JERSEY

Public and Private Colleges and Universities

A diploma, certificate, or degree awarded by an institution shall constitute evidence that the recipient, in the considered judgment of the institution, has attained in satisfactory measure the educational standards of achievement set by the program.

The educational program shall provide for the development of the skills and techniques of learning, for opportunities for general education, as well as for preprofessional, professional, or occupational education, each to the extent appropriate to the mission of the institution.

Each educational program leading to an associate degree shall consist of college courses carrying a minimum of 60 semester credit hours or the equivalent in quarter hours, courses, or other measurement used by the college.

Community Colleges

Each community college shall be authorized to award associate in arts degrees, associate in science degrees, associate in applied science degrees, certificates and diplomas to students who shall have completed approved programs:

The Associate in Arts (A.A.) degree is to be awarded to those who successfully complete programs which emphasize the liberal arts, humanities and other fine and performing arts. Such programs are transfer oriented.

The Associate in Science (A.S.) degree is to be awarded to those who successfully complete programs which emphasize mathematics, the biological or physical sciences, business and allied health programs intended as prebaccalaureate work. Such programs are transfer oriented.

The Associate in Applied Science (A.A.S.) degree is to be awarded to those who successfully complete programs which emphasize preparation in the applied arts and sciences for careers, typically at the technical or semiprofessional level. Such programs are designed to prepare students for job entry at the completion of the two-year program, notwithstanding any articulations agreements with four-year programs that may be in effect for a particular A.A.S. program.

The regular academic year shall fall within a ten-month period and shall include no less than 32 weeks of regularly scheduled student-faculty instructional activity. At colleges using formal final examination periods of up to two weeks, such examination periods may be in lieu of instructional periods. Holidays and summer sessions are to be excluded.

An associate degree program shall be a course of study which requires not less than 60 nor more than 66 semester hours, or the equivalent, except when required for licensure or accreditation by a recognized agency or when required for transfer of full junior status, where applicable. In addition, exceptions may be made above the maximum when requested by the institution and approved by the curriculum coordinating committee. Each program shall provide for the following:

1. The demonstration of the basic skills of communication and mathematics. Basic skills shall not be used to satisfy the general education requirements.

2. Prescription of electives which offer opportunities for enriched general education, preprofessional education and/or competence in an appropriate occupational field.

General education and other requirements for the associate degree shall include the following:

1. All programs leading to an associate degree shall include a broad distribution of courses contributing to the student's general education which emphasize the acquisition of knowledge, comprehension and evaluation of ideas, the ability to think constructively and creatively, and the capacity to communicate effectively. For the purposes of this section, general education shall be grouped into the major categories of:

    a. Communications, defined as courses designed to enhance facility in the English language;

    b. Mathematics and sciences, defined as courses designed to enhance mathematical and scientific conceptual understanding and application, including computer science;

    c. Social sciences, defined as courses designed to promote social awareness, including understanding social, economic and political problems and the responsibilities of citizenship in an interdependent world; and

    d. Humanities, defined as courses in literary, philosophical, foreign language, historical, aesthetic, or other humanistic studies to promote the understanding and transmission of values to one's own and other cultures.

2. The minimum general education requirements for each associate degree shall be as follows:

a. For the Associate in Arts (A.A.) degree programs, the general education requirements shall total not less than 45 semester credit hours, or the equivalent, in an array of representative courses in each of the following categories: communications, mathematics and sciences, social sciences and humanities.

b. For the Associate in Science (A.S.) degree programs, the general education requirements shall total not less than 30 semester credit hours, or the equivalent, in an array of representative courses from each of the following categories: communications, mathematics and sciences, social sciences and humanities.

c. For the Associate in Arts (A.A.) and Associate in Science (A.S.) degree programs, no student shall accumulate more than 16 of the required general education credits in any one discipline, except in the fine and performing arts where the curriculum can demonstrate specific articulation to a program or programs at senior institutions

d. For the Associate in Applied Science (A.A.S.) degree programs, the general education requirements shall total not less than 20 semester credit hours, or the equivalent, in an array of representative courses from the communications category and at least one course from each of the three following categories: mathematics and sciences, social sciences and humanities.

3. The array of general education courses in Associate in Arts (A.A.) and Associate in Science (A.S.) curricula shall be designed to prepare the student for transfer into a baccalaureate program.

4. A general education course shall be taught only by faculty qualified in the discipline.

5. Theoretically-based physical education courses may be counted as general education if they are a requirement of the college.

A Certificate or Diploma program shall be a course of study which, by virtue of educational content or duration, does not satisfy requirements for an associate degree program, but which

NEW JERSEY, continued

is specifically designed to offer content and skill acquisition and other experience appropriate to the objectives of such a program:

> A Certificate program shall be designed as a one-year program of 30-36 semester credit hours of instruction and shall include at least six, preferably nine semester credit hours of general education, with at least one communications course.
>
> A Diploma program shall offer at least 30 semester credit hours, which need not meet associate degree requirements and shall include at least 10 semester credit hours, or the equivalent, of general education courses.

The curriculum of a community college shall be consistent with the statement of philosophy adopted by the board of trustees of the community college and shall be in accordance with regulations and standards set by the chancellor of higher education.

Standards for grading programs and qualifications for graduation shall be established by each community college in accordance with existing state regulations. Each community college shall maintain up-to-date records and tabulations of grade distributions.

Each community college shall file with the chancellor of higher education its policies for the establishment, modification, or discontinuance of programs. Options within existing programs are not required to come under review procedures. The chancellor of higher education shall be notified of proposed program changes. Programs not initiated within two years of scheduled implementation date are subject to review of authorization by the chancellor of higher education.

Proprietary Institutions

The authorized degrees for proprietary schools in New Jersey is the Associate in Applied Science (A.A.S.) as defined above for Community Colleges.

NEW MEXICO

New Mexico laws are silent with regard to degree-granting authority for private and proprietary schools. Our Legislature is currently studying this authority.

NEW YORK

The following pre-baccalaureate awards may be conferred in registered curricula in degree-granting, postsecondary institutions: Certificates (credit-bearing); Diplomas (credit-bearing); Associate in Arts (A.A.); Associate in Science (A.S.); Associate in Applied Science (A.A.S.); and Associate in Occupational Studies (A.O.S.). Noncredit certificates and diplomas are unregulated in degree-granting institutions except that registration is required for such curricula in nonchartered proprietary institutions authorized by the regents to grant degrees. Noncredit curricula in nondegree-granting professional schools which lead to New York State Education Department licensure must also be registered.

Noncredit Certificates: A noncredit certificate is a credential issued by an institution in recognition of completion of a curriculum (program) other than one which can apply to a degree. The instruction may be licensure qualifying, occupational/vocational, and continuing professional or vocational, but the courses within the program do not carry credit. (Credit is defined in Commissioner's Regulations (Section 50.1 n) as "a unit of academic award applicable towards a degree offered by the institution." In New York State the term "credit" may not be used to measure any other type of study.)

A noncredit curriculum (program) leading to NYSED licensure in a profession must be registered by NYSED-OHPE. Similarly, every noncredit curriculum offered by a nonchartered proprietary institution which has been authorized by the regents to award degrees must be registered by the State Education Department (NYSED-OHPE) except those noncredit programs approved by another state agency for purposes of licensure by that agency. Registration of other noncredit certificate curricula is not required. Each registered program must satisfy the following criteria which are prescribed in Commissioner's Regulations, Section 52, Subchapter A: resource, faculty, curricula, admissions and administration.

Noncredit Diplomas: Same as noncredit certificates in all respects.

Certificates (Credit-Bearing): A credential issued by the institution for completion of a curriculum other than one leading to a degree but composed entirely of courses which carry credit applicable to a degree offered by that institution. Instruction may be licensure qualifying, vocational/technical or liberal arts.

All courses offered within these programs must be applicable to a degree. All credit-bearing certificate programs must be registered per Section 52, Subchapter A of Commissioner's Regulations.

NEW YORK, continued

Diplomas (Credit-Bearing): Same as credit-bearing certificates in all respects.

Associate Degrees: Associate degree programs shall normally be capable of completion in two academic years of full-time study, or its equivalent in part-time study, with an accumulation of not less than 60 semester hour credits (Commissioner's Regulations, Section 52.2 c. 6.). Whether intended as terminal technical/vocational or as transferable to upper division programs, all study completed within these programs must be credit worthy (e.g., college level work) (Commissioner's Regulations, Section 52.2.c. 3.). No degree shall be conferred unless the candidate has provided evidence of high school graduation or its equivalent. No earned degree shall be conferred unless the applicant has completed a course of study registered by the State Education Department. The liberal arts core, where required, shall not be directed toward specialized study or specific occupational or professional objectives (Rules of the Board of Regents, Section 3.47 a. b. and c.). Each registered program must satisfy the resources, faculty, curricula, admissions and administration criteria prescribed in Commissioner's Regulations, Section 52, Subchapter A.

There are four types of associate degrees which postsecondary institutions may confer following authorization from the Board of Regents and program registration by the State Education Department.

1. Associate in Arts (A.A.): A degree which is intended primarily for transfer to upper division programs. Three-quarters of the work shall be in the liberal arts and sciences.

2. Associate in Science (A.S.): A degree which may be intended for transfer to upper division programs or may be terminal in nature. One-half of the work shall be in the liberal arts and sciences.

In addition, any institution of higher education authorized to confer both the A.A. degree and the A.A.S. degree may confer the A.S. degree without individual application to the Board of Regents for a charter amendment and providing the programs leading to the degree have been registered by the State Education Department.

3. Associate in Applied Science (A.A.S.): A specialized degree which is primarily technical and frequently terminal, although certain of the study may be applicable to an upper division degree program. One-third of the work shall be in the liberal arts and sciences.

4. Associate in Occupational Studies (A.O.S.): An occupational degree intended as terminal, although selected coursework may be

transferable to an upper division program on an individual basis. Liberal arts and science courses are not usually included in the required program of study.

Any institution of higher education authorized to confer the A.A.S. degree or the A.S. degree may confer the A.O.S. degree without individual application for amendment of its charter and providing the programs leading to the degree have been registered by the State Education Department.

NORTH CAROLINA

The State of North Carolina makes provisions through legislation and implementing regulations administered by the State Board of Education for postsecondary business, trade and correspondence schools to award Diplomas and Certificates.

A Diploma is awarded in a business school for a program constructed of multi-subject offerings leading to a vocation. It is usually nine months, 900 clock hours, or credit hours equivalent or more.

A Diploma is awarded in a trade school for a single purpose program judged by the board to be sufficient in quality, content and length to prepare one for employment in a trade or industrial field.

Certificates may be awarded by both for diminutions or single purpose subjects (i.e., typing, shorthand, computer training, etc.)

Other boards (barber, beauty, real estate, etc.) through legislation and regulation establish their own Diploma/Certificate requirements.

An institution may not award a Diploma or Certificate except in programs/subjects previously approved by the boards.

Non-Public Educational Institution Awards

Associate Degree: Each educational program leading to an associate degree normally consists of courses carrying a minimum of 60 semester credit hours* or 90 quarter hours or the equivalent in courses or other measurement used by the institution. The associate degree program normally requires full-time attendance for two academic years or equivalent in part-time attendance, independent study, work study, or other similar program, but an institution may award the associate degree to students who have completed the course requirements at an accelerated pace or can otherwise demonstrate that they have met the measurable objectives of the program.

The following associate degree designations as defined are acceptable:

> The Associate in Arts (A.A.) degree -- awarded to those who successfully complete programs which emphasize the liberal arts and fine and performing arts. Normally, not less than 45 semester credit hours or 68 quarter hours in general education (liberal arts content) are required. Such programs are transfer oriented. The general education core is not directed toward specialized study or specific occupational or professional objectives.
>
> The Associate in Science (A.S.) degree -- awarded to those who successfully complete programs which emphasize mathematics and/or the biological or physical sciences, and which meet the general education requirements of this degree. Normally, not less than 30 semester credit hours or 45 quarter hours in general education are required. Such programs are designed to serve both career and transfer objectives.
>
> The Associate in Applied Science (A.A.S.) degree -- awarded to those who successfully complete programs which emphasize preparation in the applied arts and sciences for careers, typically at the technical or semi-professional level. Normally, not less than 15 semester credit hours or 23 quarter hours in general education and not less than 30 semester credit hours or 45 quarter hours in the area ofspecialized preparation are required. Such technical programs may be transferred to a college or university upon validation of applicable course work through the receiving institution's normal procedures.

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*A credit hour is the unit by which an institution may measure its course work. The number of credit hours assigned to a course is usually defined by the number of hours per week in class and the number of weeks in the session. One credit hour is usually assigned to a class that meets 50 minutes a week over a period of a semester, quarter or term; in laboratory, field work, drawing, music, practical arts, physical education or similar type of instruction, one credit hour is assigned for a session that meets 2 or 3 hours a week for a semester, quarter or term. Quarter credit hours and semester credit hours are the two most common systems of measuring coursework. Institutions on the trimester plan generally use the semester credit hour system. Courses offered in a calendar other than semester or quarter, including summer sessions, may be measured in term credit hours or stated in semester credit hours or quarter credit hours.

A semester credit hour is a credit hour based on the semester calendar which is usually divided into terms of 17 weeks.

NORTH CAROLINA, continued

A quarter credit hour is a credit hour based on the quarter calendar which is usually divided into terms of 11 weeks.

Source: Definitions of Student Personnel Terms in Higher Education, U.S. Department of Health, Education and Welfare, 1968.

NORTH DAKOTA

North Dakota does not have an agency that determines requirements for certificates, diplomas and associate degrees. The Board of Higher Education approves all programs for the eleven public institutions and the general requirements are traditional. Private institutions are governed by their state charter which is part of their incorporation authorization. Proprietary institutions are governed in a general manner by the Board for Vocational Education, but precise curricular requirements are not included in the approval process.

OHIO

Public Technical and Community Colleges and University Branches

The two-year associate degrees which are authorized to be awarded by public institutions are defined as follows:

1. The "Associate of Arts" and the "Associate of Science" are degrees awarded for successful completion of a planned program of study which is generally equivalent to the first two years of a baccalaureate degree program.

   Baccalaureate programs in many disciplines require specific lower division coursework which must be completed in the freshman and sophomore years if the Associate of Arts degree is to signify a halfway point in the progression toward the baccalaureate degree. The above is in no way intended to relieve the student of the responsibility for completing the programmatic prerequisites and requirements of the baccalaureate program which he intends to follow at a particular four-year institution.

2. The "Associate of Applied Business" and the "Associate of Applied Science" are degrees which are awarded for the successful completion of a planned program of instruction in a technology, the primary objective of which is the preparation of individuals for paid or unpaid employment in that technology, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. Degree programs offered as technical education include two-year curricula in engineering and industrial technologies,

business technologies, agricultural and natural resource technologies, health technologies and public service technologies. The Board of Regents will develop and approve a standard taxonomy for all technical education offerings which should be used by all campuses in the titles of degree programs, and shall be contained in the Ohio Board of Regents' two-year campus operating manual.

3. The "Associate of Technical Study" is a degree awarded for successful completion of an individually-planned technical education program designed to respond to a student's need for specialized technical education not currently available on a particular campus either through cooperative arrangements with public, private or proprietary postsecondary institutions, vocational centers, or other educational enterprises, or through an intra-institutional, interdisciplinary combination of courses offered by the awarding institution.

4. The "Associate of Individualized Study" is a degree awarded for the successful completion of an individually planned degree program designed by a student with the assistance of a designated faculty advisor, generally containing an area of concentration formed either by an interdisciplinary combination of courses offered by the awarding institution, or through credits awarded by the awarding institution for educational experiences judged by the institution to be of college level.

5. The "Associate of Labor Studies" is a degree awarded for the successful completion of a program with a major emphasis in studies relating to the leadership of labor unions, designed to provide a broader understanding and perspective of economic, social, and political problems of our society and the role which labor unions and workers should play in it, and to equip members of labor organizations with skills needed to exercise their union and civic responsibilities.

General standards for the approval of associate degree programs include:

1. Standards for approval of the Associate of Arts and the Associate of Science degrees.

a. These degrees are awarded for the satisfactory completion of a minimum of ninety quarter credit hours of course enrollment (or equivalent semester hours).

b. For maximum transferability to four-year institutions, the ninety credits should include as general education at least nine quarter credits in English composition and literature, fifteen quarter credits in the humanities, fifteen quarter credits in the social and behavioral sciences and fifteen quarter credits in the natural sciences (physical and biological) and/or mathematics (or equivalent semester credit hours).

c. The Associate of Arts and the Associate of Science degrees may be authorized to be offered by community colleges, branch campuses of state universities, state community colleges, and by state universities offering a planned program leading to this degree for students who enroll in a unit of the university which serves the two-year mission.

2. Standards for approval of the Associate of Applied Business and Associate of Applied Science Degrees.

a. Associate degree programs offered as technical education should provide as a minimum:

(1) Forty-five quarter credits or thirty semester credits of technical studies in courses clearly identifiable with the technical skills, proficiency, and knowledge required for career competency. Most courses classified as technical should include laboratory experience. Generally, technical courses should be distributed more or less evenly among the six or seven quarters of the degree program.

(2) Twenty-one quarter credits or fourteen semester credits in basic related studies. These courses should be carefully selected to serve as a base to the technical field and should be closely related to the technical specialty.

(3) Twenty-one quarter credits or fourteen semester credits of general or nontechnical studies. These courses should include oral communication, written communication, social studies and humanities. The general studies requirement may be a standard institutional requirement for all technical programs offered by the institution.

3. Standards for approval of the Associate of Technical Study degree.

a. This degree is awarded for the satisfactory completion of a minimum of ninety quarter credit hours in an individually-planned technical education program, which contains an area of concentration formed either by:

(1) An intra-institutional, interdisciplinary, but coherent combination of courses drawn from two or more technical programs offered by the awarding institution, designed to serve an occupational objective; or by

(2) Credits awarded by the institution for courses completed or training received by a student at other postsecondary institutions, vocational centers, and/or other educational enterprises judged by the institution to be of college level.

b. Prior to completion of sixty quarter credit hours, each degree candidate must complete an Associate of Technical Study application form outlining his or her intended area of concentration and designating course areas for further study to accommodate this plan. Each student's individual curriculum must meet the minimum requirements of forty-five quarter credit hours in technical studies, twenty-one quarter credit hours in basic foundation courses and twenty-one quarter credit hours in general studies.

c. Following approval of the application, each candidate will be required to complete no less than thirty quarter credit hours of coursework under the supervision of the institution granting the degree.

d. A maximum of forty-five quarter credit hours can be recognized by the degree-granting institution for coursework completed in other public, private, or proprietary postsecondary institutions, vocational centers, and schools conducted by business and industry, prior to the declaration of candidacy for this degree.

e. The degree awarded must contain the name of the student's area of concentration.

4. Standards for approval of the Associate of Individualized Study degree.

a. This degree is awarded for the satisfactory completion of a minimum of ninety quarter credit hours in an individually-planned educational program. The curriculum is to be designed largely by the student with the assistance of a designated faculty advisor, and should contain an area of concentration which is formed either by:

(1) An intra-institutional, interdisciplinary, but coherent combination of courses drawn from the curriculum of the awarding institution; or by

(2) Up to sixty quarter credit hours (or equivalent semester hours) awarded by the institution for documentable educational experiences or courses completed at other postsecondary institutions, or educational enterprises judged by the institution to be of college level; or by

(3) An unusual but academically coherent combination of technical and general studies courses.

b. Prior to completion of sixty quarter credit hours, each degree candidate must complete an Associate of Individualized Study application form outlining his or her intended area of concentration and designating course areas for further study to culminate this plan. This requirement should provide assurance that students are not simply avoiding required courses.

c. Following approval of the application, each candidate will be required to complete a minimum of thirty quarter credit hours (or equivalent semester hours) of coursework under the supervision of the institution granting the degree.

5. Standards for approval of the Associate of Labor Studies degree.

a. This degree is awarded for the satisfactory completion of a minimum of ninety quarter credit hours in a program with a major emphasis in studies relating to the leadership of labor unions.

b. Approval of these degrees will be restricted to a very small number of two-year campuses in the state, in locations where the need for such programs has been established in cooperation with statewide representatives of labor organizations.

OKLAHOMA

Granting of Degrees and Other Forms of Academic Recognition: Section 2 of Article XIII-A of the Constitution of Oklahoma provides among other things, that the Oklahoma State Regents for Higher Education "... shall grant degrees and other forms of academic recognition for completion of the prescribed courses of study ..." at all institutions in The Oklahoma State System of Higher Education.

Diploma: Academic award conferred by a public postsecondary institution pursuant to a students' satisfactory completion of 45 to 74 credit hours in certain instructional programs of a technical-occupational nature. All diplomas awarded are in a uniform format prescribed by the State Regents and conferred with authorization of the State Regents by the institution where the student has completed requirements for the award.

Diplomas are limited to two-year postsecondary public institutions offering instructional programs of a technical-occupational nature.

Certificates: An academic award other than degrees given as recognition by institutions as authorized by the Oklahoma State Regents for Higher Education and in the form approved by them for this purpose. Institutions award certificates only for those formal courses of study which are of one academic term or longer and which require the completion of a sequentially organized series of formal courses or educational experiences.

Institutions in The Oklahonma State System of Higher Education are required to have authorization from the Oklahoma State Regents for Higher Education to confer certificates.

Associate Degrees: Academic awards conferred by public postsecondary institutions in Oklahoma, primarily at two-year colleges. These degrees are awarded pursuant to the completion of a minimum of 60 semester credit hours exclusive of basic required physical education or military science courses with an overall grade point average of 2.0 on a 4.0 scale. There are three degree categories: The Associate of Arts, the Associate of Science and the Associate Degree in Programs of Technical/Occupational Education.

1. Associate of Arts (A.A.): An academic award designed to prepare the student to transfer to an upper-division baccalaureate degree program with normally two years remaining for completion of the requirement for a bachelor's degree. The Associate of Arts program gives some emphasis to those courses that serve to strengthen students planning to major in the social sciences, humanities, arts and similar subjects. Requirements for the Associate of Arts degree necessitates the completion as a portion of the overall 60 semester credit hours of a basic general education core of a minimum of 33 semester credit hours, which shall include the following:

a.	English and Language Arts	6 hours
b.	Social Studies	6 hours
c.	Science	6-8 hours
d.	Humanities	5 hours

e. At least one two-hour course from each of two of the following areas: Mathematics, Psychology, Foreign Languages, Fine Arts, Business, Home Economics, Industrial Arts 4 hours

No more than 12 hours in any one area will count toward the basic 33 semester hours of general education. The remaining 27 semester credit hours of academic work shall be applicable to the student's major objective including any prerequisite courses necessary for his/her anticipated upper-division program. A majority of such student credit hours shall be taken in courses classified as liberal arts and sciences.

2. Associate of Science (A.S.): An academic award designed to prepare the student to transfer to an upper-division baccalaureate degree program with normally two years remaining for completion of requirements for a bachelor's degree. The work in addition to the general education core is designed to provide some emphasis to those courses which serve to strengthen students who plan to continue their work at the upper-division level with a major in engineering, agriculture, or the sciences with heavy undergraduate requirements in mathematics and sciences.

The requirements for the Associate of Science are the same as the Associate of Arts degree as this pertains to the 33 semester credit hours in the general core and completion of a minimum of 60 semester hours for the degree.

3. Associate Degree in Programs of Technical-Occupational Education: An academic award which is designed to meet a primary objective other than transfer to upper-division levels leading toward a bachelor's degree. This type of degree program as implemented by colleges in the Oklahoma System of Higher Education is designed to lead the individual directly to employment in a specific career. Institutions are authorized to confer either the "Associate in Technology" or the "Associate in (Subject) Technology" upon students successfully completing degree requirements in programs of technical-occupational education. The word "Technology" may be preceded by any one of the following qualifying adjectives: Agricultural, Business, Health, Home Economics, Engineering or Human Service.

The requirements for awarding associate degrees in technical-occupational areas of specialization at institutions in the State System are as follows:

a. The completion of 60 semester credit hours exclusive of basic required physical education or military science

OKLAHOMA, continued

courses, with an overall grade point average of 2.0 on a 4.0 scale.

b. The completion as a portion of the overall 60 semester credit hours a basic general education core of a minimum of 17 semester credit hours which shall include the following:

(1)	Communications	3 hours
(2)	Social Studies	6 hours
(3)	Selected Electives	8 hours

c. Technical-Occupational Specialty 29 hours

d. Technical-Occupational Support Courses 8 hours

e. Technical-Occupational Related Course Work 6 hours

These are courses that are considered part of the speciality job cluster, i.e., engineering drawing for electronics.

Summary of Minimum Standards:

a.	General Education	17 hours
b.	Technical-Occupational Speciality	29 hours
c.	Technical-Occupational Support Courses	8 hours
d.	Technical-Occupational Related Course Work	6 hours

Colleges and universities in the State System of Higher Education are required to have authorization from the State Regents for Higher Education to confer associate degrees. This authorization is primarily limited to the two-year colleges.

OREGON

The State Board of Education authorizes community colleges to award the following degrees:

1. Associate in Arts;

2. Associate in Science; and

3. Associate in Applied Science. Requests for approval of other associate degrees must be submitted to the State Board through the Department of Education, Division of Community Colleges and Career Education.

OREGON, continued

Associate degree requirements should, as a minimum, include the following:

1. total term units;

2. special requirements such as general education courses; and

3. minimum grade average or academic achievement. Such requirements shall be approved by the community college board and be included in the institution catalog.

Adult High School Diploma: Community colleges are authorized to award Adult High School Diplomas to persons exempt from compulsory school attendance who meet graduation requirements of Oregon Minimum Standards for Public Schools. Community College Adult High School Diploma instructional plans are to be filed with the Oregon Department of Education, Community College Division.

The board of a district operating a community college, upon approval of the state board, may award certificates and associate degrees indicating satisfactory completion of a course of study offered by the community college.

Degrees, Certificates and Diplomas (Lane Community College)

Associate of Arts Degree (College Transfer)

The A.A. degree is awarded to students who satisfy the following requirements:

1. Complete a minimum of 93 term hours. Up to 12 vocational skills credits may be included among the elective courses.

2. Include in their program the following:

   a. English Composition, six credit hours: Writing 121 and Writing 122 or Writing 123 with a minimum of C level work in each class.

   b. Physical Education, three credit hours to be completed in three or more terms.

   c. Health, three credit hours, HE 250, HE 251 or HE 199.

   d. Math/Science, three classes, two of which must be four credits each.

   e. Arts and Letters, three classes of at least three credits each.

f. Social Science, three classes of at least three credits each.

g. Three additional courses from among Math, Science, Arts and Letters and Social Science, of at least three credits each.

3. Complete math at least at the 100 level, or demonstrate equivalent competency.

4. Attend at least two terms at Lane Community College, including the last term (unless waived by the Academic Council), and earn at least 24 credits from LCC. Achieve at least a 2.00 cumulative grade point average overall.

Associate of Science Degree (Occupational)

The A.S. degree is awarded to students who satisfy the following requirements:

1. Complete the required courses and credit hours prescribed for any structured occupational program of at least 93 term hours.

2. Attend at least two terms, including the last term, and earn at least 24 credits at LCC.

3. Earn a cumulative grade point average of not less than 2.00.

4. A maximum of 48 credits of Credit by Assessment may be applied to any one degree.

Associate of General Studies Degree

The A.G.S. degree combines transfer and vocational credits and is awarded to students who satisfy the following requirements:

1. Complete a minimum of 93 term hours of vocation and/or college-transfer courses with a cumulative grade point average of not less than 2.00.

2. Include in the program the following:

   a. English, 6 credit hours, to be chosen from one of the following groups: Communication Skills 1, 2, 3; Writing 121, 122, 123; Business English 1, 2, 3.

   b. Health, 3 credit hours: HE 250, HE 251 or HE 199.

   c. Physical Education, 2 credit hours.

d. Arts and Letters, 12 credit hours.

e. Social Science, 12 credit hours.

3. General requirement: Completion of Math at least at the 4.200 Math 1 level, or demonstration of equivalent competency.

4. Complete the above requirements plus elective course to total 93 credits.

5. Attend at least two terms, including the last term (unless waived by the Academic Council), and earn at least 24 credit hours at LCC.

Certificates and Diplomas

A Diploma is awarded to the student who does not meet the requirements for the A.A. or A.S. degrees, but who has completed any 93 hours of credit courses with a cumulative GPA of not less than 2.00, and who has attended LCC at least two terms, and who has earned at least 24 credits at LCC.

Certificates are granted for satisfactory completion of an established certificate program. Such programs require less coursework than an associate degree. An additional 12 credits are required for an additional certificate.

Other awards of competency certificates, or other evidence of completion are dependent upon the nature of the programs and the decision of the administration and faculty.

PENNSYLVANIA

The State of Pennsylvania follows the rules and regulations of the State Board of Education, Title 22 Pa. Code, as it relates to the awarding of degrees in higher education. The word "degree" is a term protected by the Nonprofit Corporation Law in Pennsylvania. Degrees may only be awarded by postsecondary institutions legally authorized to do so by the Secretary of Education. The words "certificate" and "diploma" are not protected by law.

The following associate degrees are awarded in Pennsylvania:

Associate in Specialized Business and Associate in Specialized Technology (A.S.B./A.S.T.): Awarded for a minimum of 1,500 hours of classroom instruction in approved programs of occupational education.

Limited to licensed trade, business, correspondence or beauty culture schools. At least 70%, but not more than 80%, of the

PENNSYLVANIA, continued

curriculum to be in specialized instruction directly related to employment.

Associate Level Degrees: An award by an approved degree-granting institution in recognition of a minimum of 60 credit hours of college-level work to include a minimum of 20 credit hours of general education. (Community colleges have no general education requirement for some of their associate level degrees.)

Limited to junior colleges, community colleges, colleges and universities may grant various kinds of associate degrees as deemed appropriate by their faculties. Most common in Pennsylvania are the A.A., A.S., A.A.S. and the Associate in (Major) Degree.

RHODE ISLAND

The Rhode Island Board of Governors for Higher Education has not established any general requirements and/or definitions for certificates, diplomas and associate degree requirements. The board does have a policy covering the approval of new degree programs or organizational changes at the public institutions of higher education, and is also considering at the present time revised regulations for the in-state and out-of-state private institutions of higher education and for proprietary schools.

SOUTH CAROLINA

The State of South Carolina neither defines nor makes provision for postsecondary schools, colleges and universities to award certificates, diplomas, or associate degrees on the basis of a single law, rule or regulation. Authorization to grant certificates, diplomas, and/or degrees is provided to governing boards in statutes under which systems of institutions (e.g. sixteen technical colleges under the State Board for Technical and Comprehensive Education, nine campuses of the University of South Carolina) or individual institutions operate.

Certificates, diplomas, or associate degrees are defined by the individual boards.

TENNESSEE

The Tennessee Higher Education Commission does not define requirements for credentials nor do the governing boards; however, approval of degree programs include review of national recommendations (AACJC, etc.), regional and specialized accrediting agencies and a heavy reliance upon tradition in the academic community.

TENNESSEE, continued

Tennessee has made a special effort to assure reasonable and consistent articulation of programs and courses among the institutions and governing boards.

TEXAS

The State of Texas provides through statute, rules of the Coordinating Board, Texas College and University System, and policies of the State Board of Education (State Board for Vocational Education) and its administering agency, the Texas Education Agency (TEA), for its community/junior colleges, technical institutes, colleges and universities to award certificates, diplomas and various associate degrees.

Associate Degrees and Certificates

The Higher Education Coordinating Act of 1965 (in Section 61.003 of the Texas Education Code) defines the terms "degree program" and "certificate program" as follows:

> "'Degree program' means any grouping of subject matter courses which, when satisfactorily completed by a student, will entitle him to a degree from a public senior college or university or a medical or dental unit."
>
> "'Certificate program' means a grouping of subject-matter courses which when satisfactorily completed by a student, will entitle him to a certificate, associate degree from a junior college or documentary evidence, other than a degree, of completion of a course of study from an institution of higher education, provided that programs approved by or subject to the approval of the State Board of Vocational Education are excluded from this definition."

In order to refine these definitions, the Coordinating Board on December 12, 1966, established the following:

> "'The Associate in Science Degree' and 'The Associate in Arts Degree' are collegiate degrees related to the Baccalaureate Degrees in Science and Arts."
>
> "'The Associate in Applied Science Degree' and 'The Associate in Applied Arts Degree' are in fact technical certificates issued to students who complete occupational curriculums of collegiate level and character."
>
> "The term 'Applied' in an Associate Degree name is the distinguishing characteristic of the technical certificate of collegiate rank."

State Oversight Agency/Source of Authority for the Awards

Any public postsecondary institution in Texas may offer associate degrees and/or certificates, subject to the approvals shown below:

> Public Community/Junior Colleges: Public community/junior colleges may offer the Associate in Science and the Associate in Arts degrees in accordance with the Coordinating Board definition of December 12, 1966, and in compliance with the statutory purpose of the Texas public community colleges as stated in Section 130.003(e), Texas Education Code.
>
> The Associate in Applied Science and Associate in Applied Arts degrees, defined as technical certificates issued for the completion of occupational curricula, do have differentiated "majors." Therefore, these degree programs are subject to individual approval by the State Board of Vocational Education through the Texas Education Agency. Occupation program approval is under the jurisdiction of the State Board of Vocational Education pursuant to Section 61.051(f) of the Texas Education Code which states that the Coordinating Board "shall encourage and develop in cooperation with the State Board of Vocational Education new certificate programs in technical and vocational education in institutions of higher education," even though Section 61.060 requires that the Coordinating Board "shall exercise . . . general control of the public junior colleges of this state . . . ."
>
> Texas State Technical Institute (four campuses): Section 135.03 of the Texas Education Code states that the Texas State Technical Institute "shall provide occupationally oriented programs in highly technical and vocational areas, including field or laboratory work and remedial or related academic and technical instruction . . . . Technical and vocational programs shall be subject to the approval of the State Board of Vocational Education. Related academic instruction is subject to the approval of the Coordinating Board, Texas College and University System. Section 135.51 states that the Board of Regents "shall prescribe and award certificates and diplomas limited to those common to technical education." Thus, in practice, TSTI awards the Associate in Applied Science degree, other certificates and diplomas.
>
> Public Universities: Section 5.132 of the Coordinating Board's rules permits the board to approve an associate degree or certificate as follows: "A less-than-baccalaureate program proposal from a senior institution will be considered only if:

1. There is no community junior college within a reasonable commuting/delivery distance which can provide the proposed program(s) within a designated time period;

2. The potential for cooperative agreement between area junior colleges and senior institutions, involving shared use of resources, has been fully explored; and

3. The proposing senior institution possesses faculties, on-campus facilities, and/or other resources to offer particular specialized programs which are not feasible or desirable on the part of community junior colleges."

State Required Content

Since the Associate in Science and Associate in Arts degrees are considered academic degrees, they are subject to Section 51.301 of the Texas Education Code which requires that "every college and university receiving state support or state aid from public funds shall give a course of instruction in government or political science which includes consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. This course shall have a credit value of not less than six semester hours or its equivalent." Also, Section 51.302 requires that "no college or university receiving state support or state aid from public funds may grant a baccalaureate degree or lesser degree or academic certificate to any person unless he has credit for six semester hours or its equivalent in American History." Coordinating Board regulations and criteria prescribe no additional specific content requirements for an A.S. or A.A. degree.

There are no specified state content requirements for the Associate in Applied Science or Associate in Applied Arts degrees or certificates except for requirements which may be imposed upon particular degree programs by the Texas Education Agency. The distinction made by the Coordinating Board between the A.S. and A.A. degrees and the A.A.S. degree in 1966 was confirmed by the Attorney General of Texas in an opinion rendered on October 3, 1967, that states, in part, "the requirements . . . for American History and American Government courses are applicable to those degrees or certificates awarded by institutions of higher education and the junior colleges for general academic courses, but are not applicable to vocational or technical course certificates given for courses approved by or subject to approval of the State Board of Vocational Education."

Private Degree-Granting Institutions of Higher Education

A private degree-granting institution of higher education which is not accredited by an agency recognized by the Coordinating

TEXAS, continued

Board (and is not exempt under certain technical circumstances described in law) may not "grant or award a degree . . . or enroll students for courses unless the institution has been issued a certificate of authority to grant the degree by the Coordinating board in accordance with the provisions of this subchapter." (Section 61.304, Texas Education Code) For purposes of the certification of private institutions of higher education, the term "'degree' means any title or designation, mark, abbreviation, appellation, or series of letters or words, including associate, bachelor's, master's, doctor's, and their equivalents, which signifies, purports to, or is generally taken to signify, satisfactory completion of the requirements of all or part of a program of study leading to an associate, bachelor's master's, or doctor's degree or its equivalent." (Section 61.302, Texas Education Code) The content of each program must be "appropriate to the purpose of the institution" (Coordinating Board Rule 5.214), but no specific requirements are prescribed. In practice, the Coordinating Board issues (or denies) certificates of authority to award the Associate in Science, Associate in Arts or other academic associate degrees. Private institutions wishing to offer the Associate in Applied Science or Associate in Applied Arts degree or other vocational/technical certificate must be approved by the Proprietary Schools Division of the Texas Education Agency (under the State Board of Education) in accordance with the provisions of the Texas Proprietary School Act (Chapter 32, Texas Education Code).

UTAH

Board of Regents Policy and Oversight	Types of Awards Offered and Related Requirements for Program Offerings of Less Than Four Years				
	Certificate	Diploma	AAS	AS	AA
Award Generally Defined	Yes	Yes	Yes	Yes	Yes
Award Specifically Defined					
Qtr. Cr. Hrs.	1-72	75-144	96	No	No
Time in Clock Hrs.	No	No	No	No	No
Time in Months	18 or less	18-36	No	No	No
Time in Years	No	No	2	2	2
Program Time Printed on the Award	Months or Qtr. Cr. Hrs.	Months or Qtr. Cr. Hrs	No	No	No
Vocational or Job Entry Terms Used	Yes	Yes	Yes	No	No
For Transferring to a Four-Year Degree Terms Used	No	No	No	Yes	Yes

UTAH, continued

Board of Regents Policy and Oversight	Types of Awards Offered and Related Requirements for Program Offerings of Less Than Four Years				
	Certificate	Diploma	AAS	AS	AA
Ratio of Vocational-Specific and Related to Gen./Liberal Ed. Courses	100% Voc.	100% Voc.	75:25	NA	NA
Ratio of Gen./Liberal Ed. to Area of Concentration for Major	NA	NA	NA	50:50	50:50
Award Printed with Area of Ed. Concentration	Yes	Yes	Yes	No	No
Total Completion of Gen./Liberal Ed. Requirement Accepted for Total Similar Requirements at 4 Yr. Utah Public Inst.	NA	NA	No	Yes	Yes
Specific Program/Area of Concentration Approval Required Before Authorizato Make Award	Yes/No	Yes	Yes	No	No
Specific Course Approval Required for General/Liberal and Vocational Programs and Awards	No	No	No	No	No
Prerogatives Left to Institutions					
Voc. Coursework may Transfer to 4-Yr. Institution for Major/Minor or Elect.	Yes	Yes	Yes	Yes	Yes
Area of Concentration may be Vocational in Nature	Yes	Yes	Yes	Yes	Yes

Board of Education Policy and Oversight	Types of Awards Offered and Related Requirements for Postsecondary Area Vocational Centers	
	Certification of Completion	Certificate of Proficiency
Award Generally Defined	Yes	Yes
Award Specifically Defined	Completion of Full Program	Partial Completion of Program
Qtr. Cr. Hrs.	NA	NA
Time in Clock Hrs.	No	No
Time in Months	No	No
Time in Years	No	No

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UTAH, continued

Board of Education Policy & Oversight	Types of Awards Offered and Related Requirements for Postsecondary Area Vocational Centers	
	Certification of Completion	Certificate of Proficiency
Program Time Printed on the Award	No	No
Vocational or Job Entry Terms Used	Yes	Yes
For Transferring to a Four-Year Degree Term Used	No	No
Ratio of Vocational-Specific and Related to Gen./Liberal Ed. Courses	100% Vocational	100% Vocational
Ratio of Gen./Liberal to Area of Concentration for Major	NA	NA
Award Printed With Area of Ed. Concentration	Yes	Yes
Total Completion of Gen./Liberal Ed. Requirement Accepted for Total Similar Requirements at a 4 Yr. Utah Public Inst.	NA	NA
Specific Program/Area of Concentration Approval Required Before Authorization to Make Award	Yes	Yes
Specific Course Appr. Required for Gen./Liberal and Voc. Programs and Awards	No	No
Prerogatives Left to Institutions		
Voc. Coursework may Transfer to 4-Yr. Institution for Major/Minor or Electives	Yes	Yes
Area of Concentration may be Vocational in Nature	Yes	Yes

VERMONT

The Vermont State Board of Education acts as the board of higher education for new private institutions of higher education. Our current statute requires that before an institution may be degree-granting (any associate or higher degree) the board must receive the advice of the Vermont Higher Education Council which will have conducted an on-site visit and filed a report of recommendations.

Neither the law, the board regulations, nor the Council's Handbook Guideline for Evaluation require any general education component. The "Academic Programs" section of VHEC Guidelines makes no reference to general education, only to the internal consistency and adequacy of the curriculum in implementing the philosophy and purpose of the institution.

Vermont statute and regulation are silent on matters of certificates, or any other symbol of activity below the associate degree level. Further, Vermont statutes do not give the board authority over proprietary institutions whose purpose is vocational -- provided they do not seek to grant degrees, and all board oversight ceases when the institution is approved by NEASC.

The Vermont State Board of Education "Manual of Rules and Practices," states the following:

> "To be issued a certificate of degree granting authority a school must show that it meets all of the criteria for issuance of a certificate of approval (2245) and in addition, must demonstrate the following:
>
> "2246.1 Degree Criteria
>
> "Schools desiring to offer post-secondary degrees shall clearly state their criteria for granting each degree and the procedure for determining that these criteria are met. Schools desiring to offer an associate degree shall provide and require completion of a minimum of 60 credit hours or equivalent learning experiences. Each educational program leading to a baccalaureate degree shall provide and require a minimum of 120 semester credit hours or equivalent-learning experiences. Candidates for an associate or baccalaureate degree shall be required to complete a coherent program of study."

VIRGINIA

Certificates, diplomas and associate degrees offered by the 23 public community colleges in Virginia are broadly regulated by the community college system central office, and new associate degrees, but not certificates or diplomas, are subject to Council of Higher Education approval.

No state-imposed curricular guidelines or restrictions govern the conferral of certificates or diplomas by proprietary schools in Virginia. Proprietary schools are required to register with the State Department of Education and to satisfy some, largely institutional disclosure, standards, but the statutes are silent regarding the issuing of credentials. Associate degrees offered by proprietary schools are subject to council approval; which means review and judgment about the adequacy of the proposed curriculum.

Post-baccalaureate certificate programs offered by the senior public colleges in the state are subject to council approval. This involves review and judgment about the appropriateness of the proposed curriculum. There are no guidelines which prescribe curricular content.

Community Colleges

The State of Virginia makes provision, through the Virginia Community College System's approved policies, in cooperation with the rules and regulations of the State Council of Higher Education for Virginia, for its 23 community colleges to award "Awards of Completion," Career Studies Certificates, Certificates, Diplomas and four types of Associate Degrees (A.A.S., A.S., A.A. and A.A.&S.).

The "Award of Completion" is granted by a local community college under the jurisdiction of a Local College Board. The other awards are also granted by local community colleges under the jurisdiction of the State Board for Community Colleges and the Chancellor of the Community College System.

The twenty-three community colleges in Virginia are granted authority to grant the "Award of Completion" by the State Board for Community Colleges. Approval is not required for each course, program, or activity for which the award will be made.

Career Studies Certificates: Awarded to students completing specified courses in a curriculum designed for developing proficiency in a certain occupational or technical area.

A career studies certificate program is defined as a program of study of less than one year in length in an occupational area (less than 45 quarter credit hours) which may include courses numbered 10-299.

Any one of the twenty-three community colleges in Virginia is authorized to award Career Studies Certificates once approval to do so is obtained. Adding options for additional occupational/technical training requires approval from the State Board for Community Colleges, which has delegated additional approvals to the Chancellor of the Virginia Community College System.

Certificates: Awarded to students completing credit-bearing occupational/technical programs that require a minimum of 45 quarter credit hours. The Certificate attests to the fact that certain skills or knowledge have been acquired by the individual in the area specified on the award (e.g., Certificate in Clerical Studies; Certificate in Law Enforcement).

Certificate curricula shall consist of the necessary courses required to meet the curricular and institutional objectives and may include any appropriate courses numbered 10-299.

Approval is required for each Certificate which a college desires to offer. This approval is granted by the State Board for Community Colleges.

Diplomas: Awarded to students completing degree credit-bearing courses required to meet the curricular and institutional objectives and may include any appropriate courses numbered 10-299.

Diploma programs are defined as two-year curricula with a major in an occupational area.

Approval is required for each Diploma which a college desires to offer. This approval is granted by the State Board for Community Colleges.

Associate Degrees: Awarded to students completing degree credit-bearing courses in programs which require a minimum of 97 quarter credit hours. Courses required to meet the curricular and institutional objectives may include any appropriate courses numbered 100-299. There are basically four types of associate degrees: Associate in Applied Science (A.A.S.); Associate in Science (A.S.); Associate in Arts (A.A.); and Associate in Arts and Sciences (A.A.&S.).

1. Associate in Applied Science (A.A.S.): A degree designed primarily to prepare students for entry into a career field. Selected credits in career studies certificate, certificate, and diploma programs may be applied to an Associate in Applied Science degree. Acceptance of courses in an A.A.S. degree [illegible]gram is a decision of the receiving institution.

VIRGINIA, continued

The A.A.S. degree should be organized approximately as follows:

Specialized and degree-related courses	50%
General education courses	25%
College electives	25%

The following requirements are imposed by the State Board for Community Colleges:

9 credit hours of English
3 credit hours of Government
3 credit hours of Psychology
3 credit hours of Economics
3 credit hours of Health/Physical Education
1 credit hour of Orientation
75 credit hours of Field Requirements and Electives

Approval for each A.A.S. degree program must be granted by the Virginia State Board for Community Colleges. The State Board must then forward a request for associate degree program approval to the State Council of Higher Education for Virginia, the coordinating body for all of higher education.

2. Associate in Science (A.S.): A degree which is designed for transfer to baccalaureate degree programs and generally represents the first two years of a Bachelor of Science (B.S.) degree program. Liberal arts and science credits accumulated in attaining an A.A.S., and certain appropriate courses in Certificate and Diploma programs may be accepted into an A.S. degree program. Acceptance of credits in transfer to a B.S. degree program is a decision of the receiving institution.

The State Board for Community Colleges has established the following minimum requirements for the A.S. degree:

9 quarter credit hours in English Composition
3 quarter credit hours in one of the following: Literature, Art, Drama Music, Humanities, Philosophy, English or Speech
3-9 quarter credit hours in history (American or Western Civilization)
9 quarter credit hours in the social sciences which may include economics, government, sociology and/or psychology
12-24 quarter credit hours in the natural sciences (biology, chemistry, geology, physics)
9 quarter credit hours in mathematics
3-6 quarter credit hours in health, physical education or recreation

1 quarter credit in orientation
48 quarter credits in electives and other major field requirements

Approval for Associate in Science degree programs must be granted from the State Board for Community Colleges and from the State Council of Higher Education for Virginia.

3. Associate in Arts (A.A.): A degree which is designed for transfer to baccalaureate degree programs and generally represents the first two years of a Bachelor of Arts (B.A. or an A.B.) degree program. Liberal arts and science credits accumulated in attaining an A.A.S., and certain appropriate courses in Certificate and Diploma programs may be accepted into an A.A. degree program. Acceptance of credits in transfer to a B.A. or A.B. degree program is a decision of the receiving institution.

The State Board for Community Colleges has established the following minimum requirements for the A.A. degree:

9 quarter credit hours in English Composition
6-9 quarter credit hours in English Literature (World, American or English)
9 quarter credit hours in English, Speech, Art, Drama, Music, Humanities and/or Philosophy
12-24 quarter credit hours in a Foreign Language
9 quarter credit hours in History (American or Western Civilization)
9 quarter credit hours in the Social Sciences which may include Economics, Government, Psychology or Sociology
12-15 quarter credit hours in Natural Sciences (biology, chemistry, geology or physics)
9 quarter credit hours in Mathematics
3-6 quarter credit hours in Health, Physical Education or Recreation
1 quarter credit hour in Orientation
3-21 quarter credit hours in Other Major Field Requirements and Electives

Approval for each Associate in Arts degree program must be granted by the Virginia State Board for Community Colleges and the State Council of Higher Education in Virginia.

4. Associate in Arts and Sciences (A.A.&S.): A degree which is transferable to a baccalaureate degree and generally represents the first two years of a liberal arts or science baccalaureate program leading to a Bachelor of Arts (B.A. or A.B.) degree, or to a Bachelor of Science (B.S.) degree, depending on the major selected. Appropriate liberal arts or science credits accumulated in an A.A.S., certificate, or diploma program may be applied to the A.A.&S. degree.

Acceptance of the credits in transfer is a decision of the receiving institution.

The State Board for Community Colleges has established the following minimum requirements for the A.A.&S. degree:

9 quarter credit hours in English Composition
3-9 quarter credit hours in Humanities which may include credits in Literature (English, American or World), English or Speech, Art, Drama, Music, Humanities and/or Philosophy
0-24 quarter credit hours in Foreign Language, depending on the major selected.
3-9 quarter credit hours in History
9 quarter credit hours in Social Sciences which may include economics, government, sociology and/or psychology
12 quarter credit hours in Natural Sciences (biology, chemistry, geology, physics)
9 quarter credit hours in Mathematics
0-36 quarter credit hours in other Math and Natural Science courses
3 quarter credit hours in Health, Physical Education or Recreation
1 quarter credit hour in Orientation
0-18 quarter credit hours in Electives or Other Major Field Requirements

Approval for each Associate in Arts and Sciences degree program must be granted by the Virginia State Board for Community Colleges and the State Council of Higher Education for Virginia.

WASHINGTON

Associate Transfer Degrees

The associate degree (sometimes called the associate in arts, associate of arts, associate of arts and sciences, etc.) is defined as that two-year college degree offered by the community college to students who have completed a transfer curriculum consisting of 90 quarter hours of transferable credit. Sixty quarter hours is distributed in the areas of communication skills, quantitative skills, humanities, social sciences and natural sciences. An additional 30 quarter hours of college-level courses, composed of a minimum of 15 credits and fully transferable courses as defined by the receiving institution, and a maximum of 15 credits in college-level courses as defined by the community college. Remedial courses are not included in the 90 quarter hours of the associate degree.

The associate degree agreement will provide for the fulfillment of college and university general education requirements only, and it is not intended that the agreement should cause modifications of unique requirements. The guidelines in no way alter admission criteria by four-year institutions. Students who transfer within the agreements must still meet lower-division requirements in major, minor and professional programs. Practices in regard to acceptance of CLEP exams are not covered by the guideline.

Associate Technical Degrees

This associate degree (sometimes called the associate in applied arts, associate in technical arts, associate in applied science) is defined as that two-year or more college degree offered by the community college to students who have completed a prescribed curriculum in a vocational program consisting of 90 quarter hours or more of credit. The requirements for the associate technical degree program are established by each community college, subject to program approval by the State Board for Community College Education.

All or a part of the courses included in the curriculum may be accepted by a receiving institution. However, primary focus of the program is preparation for employment; therefore, continuation of a program is subject to continuing need in the business and industrial community.

Certificates of Completion

A certificate of completion may be awarded by a community college to a student completing the prescribed curriculum in a program, typically a vocational program. Requirements for the certificate are established by each community college.

Community College High School Diploma

Adults completing the minimum course requirements may be issued a high school diploma by the community college. Satisfaction of the minimum course requirements may be met through actual completion of courses, approved correspondence or extension courses, supervised independent study, or testing in specific subject areas. Consideration may be given to work experience, vocational training, civic responsibilities discharged by the adult and other evidences of educational attainment.

A review committee meeting at the direction of the Superintendent of Public Instruction (SPI) and composed of one superintendent, one high school principal, one high school counselor, and one high school teacher, as well as representation from the State Board for Community College Education and an adult educator, meet no more often than once each year to assess compliance of the community college with the high school diploma requirements established in the SPI WAC.

WEST VIRGINIA

West Virginia Code section 18-20-6 provides that the Board of Education "shall determine the minimum standards for the granting of diplomas and other certificates of proficiency, except those conferred or granted by institutions of higher education."

The Board of Regents, which is the governing board for higher education in West Virginia, has not established any formal policies which differentiate associate degree programs from certificate programs. West Virginia institutions have generally followed national norms which provide that associate programs are two years in length (62-64 hours) and include a general education component. Certificate programs are less than two years duration and normally require 32 hours. The North Central Association of Colleges and Schools, which is the accrediting body for higher education in West Virginia, has not formally defined associate and certificate programs. According to officials, the Board of Education, which is responsible for diploma and some certificate programs, has not adopted any definitions for these types of awards.

"Joint Policy on Vocational, Technical, and Adult Education -- West Virginia Board of Education and West Virginia Board of Regents.

"It shall be the responsibility of the Board of Regents, through its community college system and in cooperation with the State Board of Education (acting as the State Board for Vocational Education) to provide postsecondary vocational-technical education programs. These programs will offer credit toward an associate or other degree but which are not designed as baccalaureate or higher degree programs. A postsecondary program will contain a minimum of 60 semester hours of credit and prepare individuals for employment in a recognized occupational area. Programs will generally be two years in duration and shall be designed for the preparation of technicians or para-professionals in occupations that require an associate or other degree.

"The State Board of Education, in cooperation with county boards of education, shall provide vocational education programs at the secondary level. In addition, programs mainly skill oriented shall be primarily provided through county boards of education to prepare adults for employment. Adult instruction may be preparatory or supplemental and will lead to a certificate of competency in a recognized occupational area. Adult programs of

WEST VIRGINIA, continued

this nature will be non-college credit, measured in clock hours of instruction, and, generally, will not exceed one calendar year in duration.

"While the West Virginia Board of Regents still retains the authority to grant college credit certificates, the community college system will offer no new college credit, one-year certificate programs unless agreed upon by the local educational agency(ies) representing secondary and adult vocational education and approved by the State Board of Education (acting as the State Board for Vocational Education). Both the college and the vocational schools may offer certificate programs (college credit for colleges and non-college credit for vocational schools) on a contract basis with other agencies and organizations.

"As a principle of general policy and in the interests of the best possible articulation, institutions of higher education will recognize and give credit for demonstrated skills gained by students in adult and secondary vocational education programs that are compatible with, and appropriate for, a degree or college credit certification. Institutions of higher education may award credit for training conducted through cooperative agreements with county boards of education and multi-county administrative councils.

"It shall be the responsibility of colleges and public schools in a particular geographic area to plan and coordinate efforts for joint use of special facilities and faculty so that all types of vocational and technical education programs needed may be provided and so that efficient and economic use is made of available resources."

WISCONSIN

Associate degrees are only applicable to Liberal Arts education and may not be offered for vocational or technical training according to the University of Wisconsin Board of Regents.

Associate degrees are awarded to students completing degree credit courses that require a minimum of 60 semester credit hours. Degrees awarded as Associate of Arts or Associate of Science by UW Centers at Baraboo/Sauk County, Barron County, Fond du Lac, Fox Valley, Manitowoc County, Marathon County,, Marinette County, Marshfield/Wood County, Richland, Rock County, Sheboygan County, Washington County, Waukesha County. Associate degrees may also be offered by any bachelor degree-granting university in the UW System.

The student must complete at least 15 credits at a center campus and have a cumulative grade point average of 2.0 overall in those credits applied by the student toward the degree. Specific requirements:

English: 3 semester credits in English Composition.

Social Sciences: 9 semester credits for an Associate of Arts; 6 for an Associate of Science.

Humanities: 12 semester credits for an Associate of Arts; 9 for an Associate of Science.

Mathematics and Laboratory Science: 14 semester credits for an Associate of Science; 8 for an Associate of Arts.

Electives: 28 semester credits.

APPENDIX 1

Tables

Table 1 -- States Not Specifying Award and Award Requirements

Table 2 -- Postsecondary Certificates Awarded in the States

Table 3 -- Postsecondary Diplomas Awarded in the States

Table 4 -- Postsecondary Associate Degrees Awarded in the States

Table 5 -- Definition of Associate Degree General Education Requirements

Table 1

States Not Specifying Awards and Award Requirements

Alabama
Alaska
Connecticut
District of Columbia
Maine
Michigan
Missouri
Montana
New Mexico
North Dakota
Rhode Island
South Carolina
Tennessee
Vermont
West Virginia

Table 2
Postsecondary Certificates Awarded in the States

Award of Completion:	VA
Certificate:	CO, ID, IL, IA, LA, MN, MS, NE, NV, NJ, NC, OK, OR, TX, UT, VA
Certificate (Credit-Bearing):	NY
Non-Credit Certificate:	NY
Certificate of Attendance:	HI, ID
Certificate of Course Completion:	AR
Certificate of Completion:	HI, MS, NE, UT, WA
Certificate of Proficiency:	UT
Less-Than-One-Year Certificate:	MA
One-Year Certificate:	AR, MA
Certificate of Achievement:	CA, HI, LA, NE
Vocational Certificate:	FL
Certificate in (Specialty):	NE
Career Studies Certificate:	VA

Table 3

Postsecondary Diplomas Awarded in the States

Diploma:	CA, CO, IL, IA, LA, MN, MS, NE, NJ, NC, OK, OR, TX, UT, VA
Diploma (Credit-Bearing):	NY
Noncredit Diploma:	NY
Special Diploma (18-72.5 hours):	NE
Diploma (9 months):	NE
Vocational Diploma (12 months):	NE
Academic Diploma:	NE
Technical Diploma (18-21 months):	NE
One-Year Diploma:	AR, NE
Two-Year Diploma:	AR, NE

Table 4
Postsecondary Associate Degrees Awarded in the States

Associate Degree:	CA, NE
Associate of Technical Studies:	OH
Associate in General Education:	AR
Associate in General Studies:	IA
Associate of General Studies:	CO, NE, NV, OR
Associate of Individualized Study:	OH
Associate of Applied (Specialty):	OH
Associate in Applied Science:	IN, IA, KS, MA, MN, NE, NV, NJ, NY, NC, OR, PA, TX, VA, WA
Associate of Applied Science:	AR, CO, GA, ID, IL, LA, MS, NE, OH, UT
Associate in Applied Arts:	IA, TX, WA
Associate of Applied Arts:	NE
Associate in Technical Arts:	WA
Associate of Technology:	ID
Associate in Technology:	OK
Associate in (Specialty):	LA, NE, PA
Associate of (Specialty):	OH
Associate in Occupational Studies:	NY
Associate of Occupational Studies:	CO, LA
Associate in Science:	FL, HI, IN, IA, KS, MA, MN, NJ, NY, NC, OR, PA, TX, VA
Associate of Science:	AR, CO, GA, ID, IL, LA, MS, NE, OH, OK, OR, UT, WI

Table 4, continued

Associate in Arts:	FL, HI, IN, IA, KS, MA, MN, NE, NJ, NY, NC, OR, PA, TX, VA, WA
Associate of Arts:	AR, CO, GA, ID, IL, LA, MD, MS, NE, NV, OH, OK, OR, UT, WA, WI
Associate of Arts and Sciences:	VA, WA
Associate in Specialized Business:	PA
Associate in Specialized Technology:	PA
Associate in Nursing:	MS
Associate of Science in Nursing:	NE

Table 5
Definition of Associate Degree General Education Requirements

States Where General Education Requirements Are Expressed As A Percent of the Total Program Degree Credits	States Where Specific Courses Are Recommended For Meeting General Education Requirements for the Degree
Colorado (number of hours)	California (community colleges)
Georgia expresses it as a percent	Iowa
Kansas (number of hours)	Maryland
Louisiana (number of courses)	Nevada
Massachusetts (number of credits)	New Jersey
Minnesota	Ohio
Mississippi	Oklahoma
Utah	Oregon (community college handbooks)
Washington	Virginia
	Wisconsin

APPENDIX 2

State Sources of Postsecondary Education Award Requirements and Definitions

State Sources of Postsecondary Education Award Requirements and Definitions

Alabama

Public Senior Institutions: Individual postsecondary institutions.

Public Two-Year Institutions: The State Board of Education.

Alaska

Minimum standards established by Alaska Commission on Postsecondary Education regulation (20 AAC 17.060). Does not apply to the University of Alaska.

Arkansas

Institutional and common practice.

California

California Administrative Code.

Colorado

State Board for Community Colleges and Occupational Education (SBCCOE) approved policies

Colorado Commission on Higher Education (CCHE) approved policies.

Connecticut

General Statutes of Connecticut, Section 10a-34 and Administrative Regulations of Connecticut State Agencies Sections 10-330-1 to 10-330-20.

Florida

Proprietary Institutions -- Rules of the State Board of Independent Postsecondary Vocational, Technical, Trade and Business Schools.

Community Colleges -- Rules of the State Board of Education.

Georgia

Faculty of the institutions and board policy.

Hawaii

Community Colleges -- Offices of the University of Hawaii Community College.

University of Hawaii System Institutions -- Board of Regents of the University of Hawaii

Idaho

Area Vocational/Technical Schools -- State Division of Vocational Education Adult Program Policy Manual

State Board for Vocational Education and State Board of Education policies.

Illinois

Institutions

Indiana

Institutions and the joint statement of the State Board of Vocational and Technical Education and the Commission for Higher Education, "Principles, Policies and Procedures for Vocational and Technical Education in Indiana."

Iowa

Section 5.1(10) of the Administrative Rules for merged area schools.

Kansas

Community Colleges and Vocational/Technical Schools -- State Department of Education.

Public, Private and Proprietary Institutions.

Louisiana

Institutions

Maine

Vocational/Technical Institutes -- State Board of Education.

University of Maine -- Institutions.

Private Institutions -- Institutions.

Maryland

Code of Maryland Regulations 13B.02.02 for Degree-Granting Four-Year Colleges and Universities, and the Code of Maryland Regulations 13B.02.03 for Degree-Granting Two-Year Colleges.

Massachusetts

Board of Regents of Higher Education approved rules and regulations.

Minnesota

Guidelines of the Minnesota Higher Education Coordinating Board.

Mississippi

Public Junior Colleges -- Mississippi Code, Section 37-29-233 and Mississippi Junior College Commission Standards, 1977.

Proprietary Institutions -- Mississippi Code, Section 75-60-9.

Public Institutions -- Mississippi Code, Section 37-101-15.

Nebraska

Individual postsecondary institutions.

Nevada

State Plan for Community Colleges in the State of Nevada.

New Jersey

County Colleges -- N.J.A.C., 9:4-1.6

Proprietary Institutions -- N.J.A.C., 9:1-5.2

Public and Independent Colleges -- N.J.A.C., 9:1-1.5

New York

Rules of the Board of Regents.

North Carolina

Postsecondary Business Trade and Correspondence Schools

Public and Private Colleges and Universities -- Guidelines for Interpretation and Implementation of the Board of

Governor's rules and standards for licensing nonpublic educational institutions to confer degrees.

Ohio

Public, Technical and Community Colleges and University Branches -- Ohio Board of Regents Rule 3333-1-04.

Private, Nonprofit Colleges and Universities -- Ohio Board of Regents Rule 3333-1-08.

Oklahoma

Policy statement entitled "Policy Statement on the Articulation of Students Among Institutions in The Oklahoma State System of Higher Education," and "Standards of Education for Awarding the Associate Degree in Programs of Technical-Occupational Education."

Oregon

Community Colleges -- Oregon Administrative Rules, Chapter 581, Division 42, Department of Education.

Individual Community Colleges

Pennsylvania

Pennsylvania Code, Chapter 31, Title 22.

Texas

Community/Junior Colleges and Technical Institutes -- Policies of the State Board for Vocational Education.

Colleges and Universities -- Rules of the Coordinating Board, Texas College and University System.

Texas Education Code, Section 61.003.

Utah

Postsecondary Area Vocational Centers -- Policy of the State Board of Education.

Public Colleges and Universities -- Policy of the State Board of Regents.

Virginia

Community Colleges -- Policy Manual, Virginia State Board for Community Colleges.

Proprietary Schools -- Virginia Council of Higher Education.

Washington

Community Colleges -- State Board for Community College Education Standard Policy and Procedures Manual, Section 4.20.00.

Guidelines of the Inter-College Relations Commission.

Wisconsin

University of Wisconsin Centers and Bachelor Degree-Granting Universities -- Board of Regents.

APPENDIX 3

State Agencies Providing Oversight of Postsecondary Education Awards

State Agencies Providing Oversight of Postsecondary Education Awards

Alabama

Public Senior Institutions -- Alabama Commission on Higher Education.

Public Two-Year Institutions -- The State Board of Education.

Alaska

Alaska Commission on Postsecondary Education for all institutions except the University of Alaska.

Arkansas

Division of Vocational and Technical Education, Vocational Standards Section for Certificate, Diploma and Degree Programs in State Postsecondary Institutions and Proprietary Schools.

Arkansas Department of Higher Education for the A.A. and AGE for in-state institutions and all associate level degrees for non-state institutions.

California

Community Colleges -- District governing boards, California Board of Governors of the California Community Colleges and California Postsecondary Education Commission.

Private, Unaccredited, Degree-Granting Colleges and Universities -- Council for Private Postsecondary Educational Institutions.

Colorado

For area vocational schools, community colleges and selected four-year colleges for vocational/technical programs, the SBCCOE.

For public community colleges and selected four-year colleges, the CCHE.

Connecticut

The Connecticut Board of Governors for Higher Education.

Florida

The State Board of Education.

Georgia

Area Vocational Schools -- State Board of Education.

Colleges and Universities -- Board of Regents of the University System of Georgia.

Hawaii

Offices of the University of Hawaii Community Colleges and University of Hawaii, Hilo Chancellors and the Board of Regents of the University of Hawaii.

Idaho

State Board of Education -- Public four-year college and universities and out-of-state institutions offering programs in Idaho.

Local Junior College Boards -- Junior colleges.

State Department of Education -- Proprietary schools.

Two- and Four-Year Private Institution Boards -- Private institutions.

Illinois

Board of Higher Education
Community College Board
Board of Trustees of Southern Illinois University
Board of Regents Universities
University of Illinois Board of Trustees
Board of Governors of State Colleges and Universities

Indiana

State Board of Vocational and Technical Education
Commission for Higher Education

Iowa

State Department of Public Instruction

Kansas

State Department of Education
Kansas Board of Regents

Louisiana

Board of Elementary and Secondary Education
Board of Regents

Maine

State Board of Education
Board of Trustees of the University of Maine

Maryland

State Board for Higher Education

Massachusetts

Board of Regents

Minnesota

Minnesota Higher Education Coordinating Board

Mississippi

Mississippi Junior College Commission

Mississippi Commission on Proprietary School and College Registration

Board of Trustees of State Institutions of Higher Learning

Nebraska

University of Nebraska Board of Regents

Board of Trustees of Nebraska State Colleges

Area governing boards of the six technical community colleges.

Nevada

Board of Regents of the University of Nevada System

New Jersey

New Jersey State Board of Higher Education

New York

New York State Education Department, Office of Higher and Professional Education

North Carolina

State Department of Public Instruction
Board of Governor's of the University of North Carolina

Ohio

Ohio Board of Regents

Oklahoma

Oklahoma State Regents for Higher Education

Oregon

State Board of Education

Pennsylvania

State Board of Education

Texas

State Board for Vocational Education
Coordinating Board, Texas College and University System

Utah

State Board of Education
State Board of Regents

Virginia

State Board for Community Colleges
Council of Higher Education

Washington

State Board for Community College Education
Inter-College Relations Commission

Wisconsin

University of Wisconsin Board of Regents

APPENDIX 4

"Policy Statement on the Associate Degree,"
Policy Brief, American Association of Community and Junior Colleges

American Association of
Community and Junior Colleges
One Dupont Circle N.W. • Suite 410 • Washington, D.C. 20036

Policy Brief

July 1984

Policy Statement on The Associate Degree

The Associate Degree

The associate degree program is hereby reaffirmed as central to the mission of the community, technical, and junior college. The associate degree reflects the larger goals of educational attainment the institution holds for its students. It is a means through which the institution develops and maintains integrity in its educational programs. When appropriately defined, the associate degree becomes an integrating force for the institution, serves as an important student guide, and requires commitment on the part of the student for program completion.

Emphasis on the associate degree program indicates to faculty, administrators, students, and society that the community, technical, and junior college has a vision of what it means to be an educated person and affirms the college's commitment to program continuity, coherence, and completion. The associate degree must indicate that the holder has developed proficiencies sufficient to prepare for upper-division collegiate work, or to enter directly into a specific occupation with confidence. The degree should be awarded only for completion of a coherent program of study designed for a specific purpose.

The Responsibility for Quality

The institution offering an associate degree assumes a responsibility to students and the public to establish and maintain excellence in all educational programs. In offering such a degree program, the individual institution recognizes the obligation to certify that the student receiving the degree has indeed attained associate degree levels of achievement. When an institution awards the associate degree it is providing the individual with the currency to negotiate the next step, whether that step be into fulltime employment or into a baccalaureate degree program. The associate degree should be recognized by employers and baccalaureate degree granting institutions as the best indication that a student has attained the knowledge and skills necessary to enter a field of work or an upper division college program.

Quality community, technical, and junior colleges demand substantial investments, and the investments return great dividends to individuals and to our nation. Because of the investment required to build and maintain a quality program, the institution has a professional obligation to develop programs where resources are sufficient to ensure quality. In addition, the institution, in partnership with the communities it serves, must provide straightforward information to appropriate decision makers about the resources required to maintain a quality program.

Organization of the Curriculum

Working under the direction of the appropriate administrative leaders, it is the responsibility of the teaching faculty and academic staff to design, monitor, and evaluate the specific associate degree programs offered by the institution. This process should involve consultation with others, both inside and outside the institution. The associate degree program links learning that has gone before with learning that will come after. Therefore, those concerned with framing the associate degree requirements must not approach the task in isolation. Full attention must be given to continuity in learning, as well as to the proficiencies required for an individual to achieve career satisfaction. Community college leaders are encouraged to maintain a continuing dialogue with high school administrators and faculty, as well as with college and university decision makers, with regard to program scope and sequence. The student should experience little or no loss of continuity, or loss of credits, when moving from one level of education to another.

The resulting associate degree program should consist of a coherent and tightly knit sequence of courses capped by an evaluation process that measures the outcomes of the learning process, either at the course level, comprehensively, or both. All degree programs must include the opportunity for the student to demonstrate proficiency in the use of language and computation, for whatever their career goals, students will be called upon to exercise competence in these areas.

In addition, all associate degree programs should reflect those characteristics that help define what constitutes an educated person. Such characteristics include a level of general education that enables the individual to understand and appreciate his/her culture and environment; the development of a system of personal values based on accepted ethics that lead to civic and social responsibility; and the attainment of skills in analysis, communication, quantification, and synthesis necessary for further growth as a lifespan learner and a productive member of society. It is understood that not all of these elements are attained fully through organized courses, but that the intellectual and social climate of the institution and the variety of other educational activities engaged in by students may play an important part. It is incumbent upon the institution to develop appropriate procedures to assess required learning gained outside the formal course structure.

The Associate in Arts and Associate in Science Degrees

These degrees primarily prepare the student to transfer to an upper-division baccalaureate degree program. Programs leading to these degrees are similar in nature. The general trend has been to offer the associate in science degree to students who wish to major in engineering, agriculture, or the sciences with heavy undergraduate requirements in mathematics and science. The associate in arts degree gives emphasis to those majoring in the social sciences, humanities, arts, and similar subjects. However, it should be noted that the distinction between the two degrees and the eventual baccalaureate major has become somewhat blurred in recent years. Students awarded associate in arts or associate in science degrees should be accepted as junior level transfers in baccalaureate degree granting institutions.

Associate in Applied Science Degree

The second type of degree program is designed to lead the individual directly to employment in a specific career. While the titles given these degrees vary considerably among community, technical, and junior colleges, the most common title is associate in applied science. Other titles used are associate in business, associate in data processing, or other specific occupations, and associate in applied arts and sciences. It should be noted that the number of degrees awarded in these occupational areas has been increasing in the last two decades. In some instances, particularly in the health-related fields, the degree is a prerequisite for taking a licensing examination. Some institutions belong to voluntary specialized accrediting agencies that set qualitative and quantitative degree standards for their programs. Although the objective of the associate in applied science degree is to enhance employment opportunities, some baccalaureate degree granting institutions have developed upper division programs to recognize this degree for transfer of credits. This trend is applauded and encouraged.

Associate Degree Titles

In recent years there has been a proliferation of titles of associate degrees. This has been true especially in occupational areas where some institutions offer many different degrees in specific technologies. In an attempt to reduce the number of these degrees and to avoid confusion as to the level of academic achievement attained, it is highly recommended that:

(a) The titles associate in arts and associate in science degrees be used without further designation.

(b) The associate in applied science degree may have additional designations to denote special fields of study such as nursing, computer technology, or law enforcement.

(c) For all associate degrees the transcript of a student should reveal the exact nature of the program completed and whether courses are recommended for transfer to baccalaureate degree programs.

(d) The names or designations used for associate degrees be limited to the above three titles.

Guidelines for the Evaluation of Programs

Many factors may enter into the evaluation of associate degree programs. The most basic and important elements relate to the objectives the institution itself has set for the degree program. Does the program, for example, provide the foundation in general education the institution has set as a goal? Does the program provide students with the competencies required to compete successfully in a career role? The evaluation of degree programs should create a continuing dialogue within the institution concerning associate degree quality and the relative success of the college's graduates. Creative faculties will find many effective ways of assessing their degree programs. The systematic followup of the college's graduates must not be overlooked as a necessary evaluation tool.

Ideally, the evaluation of associate degree programs in community, technical, and junior colleges should be accomplished by the institutions themselves and not by state or federal agencies. Regional accrediting associations serve as self-regulatory bodies to help institutions monitor and evaluate the quality of their associate degree programs. In order that accountability for such evaluations may be clearly understood, institutions should designate institution-wide oversight bodies to evaluate the continuing balance and quality of associate degree programs.

Looking Ahead

This policy statement is limited to the associate degree, thus leaving unexamined a host of other important elements of the community, technical, and junior college mission. These institutions are attended by many individuals for valid reasons other than obtaining a degree. Continuing education and noncredit courses are also reaffirmed as important to the mission of community, technical, and junior colleges. Nothing in this policy statement should be interpreted as discouraging colleges from admitting students who do not have degree objectives to all courses for which they are qualified and from which they will benefit.

While this policy statement is limited to a definition of the associate degree, it is recognized that further work should be pursued to define other community college outcome measures. Such study is important to the future of community, technical, and junior colleges, particularly as they attempt to influence funding agencies and legislators, and to meet a great diversity of individual human need.

References

Task Force on Educational Credits and Credentials, American Council on Education, *Recommendations on Credentialing Educational Accomplishment* (1978). Out of print.

Leslie Koltai, *Redefining the Associate Degree* (American Association of Community and Junior Colleges, 1984). Available from Publisher Services, 80 S. Early Street, Alexandria, Virginia 22304; $5 per copy.

Adopted by the AACJC Board of Directors July 7, 1984

Supplement to *AACJC Letter* No. 104, August 7, 1984

APPENDIX 5

Draft "Criteria for Excellence, Associate in
Applied Science Degree Programs," A Policy
Statement of the National Council for Occupational Education --
Task Force on the Associate in Applied Science Degree

DRAFT

Criteria for Excellence Associate in Applied Science Degree Programs

A Policy Statement of the National Council for Occupational Education

Task Force on the Associate in Applied Science Degree

Published January 1, 1985 for the purpose of soliciting reactions and comments from member institutions of the American Association of Community and Junior Colleges.

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Send Reactions and Comments by February 15, 1985
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The quality of American education is a prime issue of national concern in this decade. The gulf between societal expectation and realization was first identified in the elementary and secondary schools and the label of mediocrity liberally applied. However, early in the 1980's, the American Association of Community and Junior Colleges (AACJC) had already begun a study of the Associate Degree. This degree serves as the curriculum base for the 1,200 community, technical and junior colleges in the nation. The conclusions and recommendations of this study provided basic criteria for excellence in the associate degree programs and were accepted as official policy by the Board of Trustees of AACJC in July, 1984.

The dialogue within the two-year college community generated by this statement has now sparked a closer look at a specific type of associate degree - the Associate in Applied Science. The most recent and perhaps most promising variant, the Associate in Applied Science (AAS) degree is designed primarily to prepare students for immediate employment in a career field without foregoing the opportunity for further career field without foregoing the opportunity for further academic study. The Policy Statement included the following reference to the Associate in Applied Science Degree:

> *The second type of degree program is designed to lead the individual directly to employment in a specific career. While the titles given these degrees vary considerably among community, technical, and junior colleges, the most commont title is associate in applied science. Other titles used are associate in business, associate in data processing, or other specific occupations, and associate in applied arts and sciences. It should be noted that the number of degrees awarded in these occupational areas has been increasing in the last two decades. In some instances, particularly in the health-related fields, the degree is a prerequisite for taking a licensing examination. Some institutions belong to voluntary specialized accrediting agencies that set qualitative and quantitative degree standards for their programs. Although the objective of the associate in applied science degree is to enhance employment opportunities, some baccalaureate degree granting institutions have developed upper division programs to recognize this degree for transfer of credits. This trend is applauded and encouraged.*

Postsecondary occupational education, including AAS degree programs, increased dramatically between 1960 and 1970. According to the National Center for Educational Statistics, 43% of all associate degrees awarded in that decade were occupational in nature. By 1979-80, according to the preliminary presentation of the AACJC National Task Force to Redefine the Associate Degree, the figure had risen to 62.5%. The AAS degree, or similar occupational type degrees, had become the choice of the majority of community, technical, and junior college graduates over the baccalaureate transfer oriented Associate in Arts (AA) and Associate in Science (AS) degrees.

Statement of Purpose

In response to this trend, the National Council for Occupational Education (NCOE), an affiliate of AACJC, sees an urgent need to identify criteria leading toward excellence in the AAS degree so that the AAS degree may become the cornerstone for a national program of human resource development. It may then become more effective for a wide range of occupational training and education.

In the interest of brevity as well as avoiding areas already dealt with in depth by the 1984 NIE Report on Excellence in Undergraduate Education, this AAS degree study is primarily concerned with the curriculum for the AAS degree. It concentrates on the scope, form, substance, and image - all in a national context.

As in the preceding work of the AACJC National Task Force to Redefine the Associate Degree, the overall objective of this task force is to clarify the function of this specific associate degree and to recommend ways of strengthening it. In a word, to propose—with ample feedback from the field—criteria for excellence.

Recommendations for Excellence

1. Any associate degree program designed primarily for immediate employment should be classified as an associate in applied science degree program.

Considerable variation in associate degree titles across the nation was noted by the AACJC's 1983 study, particularly in occupational education. Although some states use the Associate in Science (AS) degree to designate two-year occupational programs as well as B.S. transfer programs, by far the more common usage is the AAS. Common degree terminology should improve national visibility, reduce confusion in our mobile economic society, and increase the credibility of the A.A.S. Degree.

2. The AAS degree title should carry a major or specialty designation.

This identification of a specialty or major, currently common practice in many institutions, implies readiness to move from academia to the world of work. This characteristic was formerly reserved for the baccalaureate, or more specifically, the first professional degree. Even though there are advantages in labeling the degree program as specifically as possible, this should not preclude designations that cover a career field rather than single specialty, e.g., AAS in Business or AAS in Health Occupations.

3. The AAS degree requirements should be limited to the conventional 60 semester credit hours or 90 quarter credit hours to the maximum extent possible.

Excess credit hours tend to lengthen the program to the point of potential infringement upon the objectives of the baccalaureate degree and thus beyond the accepted purview of the two-year college. Remedial and developmental work should be in addition to the collegeiate level requirements of the degree program but should, whenever possible, be combined with skill training to enhance intent and relevance.

4. All components of the degree requirements should be outcome oriented, including those requirements deemed essential for personal adequacy, civic competence, basic communications, and occupational skills.

Consistent with the recommendations of the NIE Report on Excellence in Undergraduate Education, faculties and academic officers in each institution should agree upon and disseminate a statement of the knowledge, capacities, and skills that students must develop prior to receiving credit in each course and to the awarding of the degree. While not all of the course and program outcomes can easily be quantified, there remains a responsibility to define the knowledge, capacities, and skills we expect students to attain.

5. The general education components of the AAS degree should constitute a minimum of 25% of the course credits.

General education components are defined here as those courses designed to develop or improve adaptability to change, personal adequacy and civic competence. Increasingly, the ability to think, reason, and communicate are essential if workers at all levels are to remain employable and cope with the expanding knowledge base. Collegiate level career programs must integrate these cognitive skills into each curriculum, but must also reflect the needs of career-oriented students. Much of what now constitutes general education was developed for a different purpose. The Carnegie Foundation for the Advancement of Teaching study, *Missions of the College Curriculum*, states that "general education education represents the accretion of history more than a thoughtful concern for specialized current needs."

6. The career and technical education componentsthe AAS degree should constitute a minimum of 50% of the course credits.

Although general education is increasingly more important in an informational society, the basic credibility of career programs requires adequate entry-level skills to enable the AAS graduate to function at the technical and supervisory middle manpower level.

7. Laboratory and skill training should be emphasized in the first year of an AAS degree program.

When consistent with local employment opportunities and licensure requirments, various curriculum models should be considered that will enable students to enter employment after the first year of an AAS degree program. This inversion of the traditional educational pyramid does not diminish the general education component but reverses portions of the traditional sequence to conform to the priorities of students and employers. The integration of cooperative education and other work experiences into the first year also enhances this objective.

8. A modular curriculum structure with multiple exit and re-entry points should be considered for the AAS degree whenever possible.

A modular structure for the AAS degree has distinct advantages for many students who because of work, family or other obligations do not complete the AAS degree in a continuous mode. Such students necessarily take advantage of convenient "stop-outs" where they can complete a segment with some degree of closure and then regroup before going further. One common "building block" approach is a series of certificates which represent flexible components of the AAS degree program that may eventually be converted into the full degree. In this sense, the degree becomes a goal increasingly representative of mid-level management; a natural step up from certificates generally identified with entry level employment plateaus.

9. Although open admissions for all adults is a cardinal characteristic of community, technical, and junior colleges, minimum criteria for admission to AAS degree programs is essential.

Admission requirements, readily distinguishable from AA and AS programs, should be established on an individual program basis to assure the entering student has a reasonable opportunity for success and that course and program standards are maintained. Such requirements must be accompanied by maximum opportunities for access to programs by students who do not initially meet the requirements through developmental or pre-technical certificate programs, tutoring, or special laboratory assistance. Such remedial programs should, whenever possible, be integrated with appropriate laboratory and skill training.

10. Admission should be preceded by sufficient testing, assessment, and vocational counseling to insure a reasonable match of student aspirations and abilities with program requirements and expectations.

Pre-admission processing is only the beginning for a continuous interaction with the student. Monitoring of progress, job placement, and follow-up of graduates are as necessary to the success of occupational programs as instruction and learning. Not only do they contribute to student success, but they also provide institutions the data with which to develop increased program effectiveness.

11. Each AAS degree program should be accompanied by student services designed systematically for the needs of career-oriented students.

As a result of the vigorous growth of occupational programs, student services now play a much more important, even critical, role in student success than previously. Some colleges have even expanded the definition of student to include the entire community of the adult work force and now offer services to the currently employeed and the unemployed. Occupational education has expanded our horizons and our markets immeasurably but must now provide for success and promotability as well as entry into employment.

12. Approximately 50% of the total credit hours in an AAS degree program should be laboratory/shop/clinical experiences.

This distribution emphasizes the applications orientation of the AAs degree. While theory and practice are also essential, those principles so that concepts and technique are full mastered.

13. Each AAS degree program should be continuously evaluated.

Both formative and summative evaluation measures and procedures should be routinely utilized to assess the adequacy of the program in meeting stated outcomes. Special attention should be given to measuring the success of the graduates in achieving programmatic objectives.

14. Each student should be evaluated for advance placement in the program, and credit toward the AAS degree should be awarded for prior knowledge and skills acquired through non-traditional experiences.

Increasingly, the concept that learning is learning, regardless of the source, is gaining acceptance. The ultimate determinant of what is creditable must, however, reside in college policy determined with substantial faculty involvement. Currently credit is being awarded by many colleges for prior knowledge and skills acquired from many sources which include proprietary schools, the military, labor unions, community-based organizations, in-service programs of business and industry, work experience, independent study, and examinations.

15. AAS degree curricula should be articulated with appropriate general and vocational secondary schools.

The obvious advantage of such articulation is to avoid unnecessary duplication, encourage earlier goal orientation, and provide advanced placement. The growing use of competencies as a basis for instruction and learning should make comparisons much easier than previous course titles and catalog descriptions. The two + two "tech-prep" program being advocated by the AACJC provides a useful model.

16. AAS degree programs must be tightly tied to the needs of business, industry, public agencies, the military, and entrepreneurship.

Virtually self-evident, this does, however, bear emphasis. It is really a form of articulation equally important today to that with other educational institutions. Articulation now assumes a more complex role that involves community, technical, and junior colleges in a linking-pin arrangement with the employment world.

17. AAS degree curricula should be articulated with receptive and convenient four-year institutions through the cooperative planning and implementation of two + two curricula.

Although AAS degree programs are designed specifically to provide entry-level employment, these degrees can no longer be considered terminal. In addition to the necessity for lifelong learning in response to the knowledge explosion, students can expect to make several career changes during their lifetimes. Work toward a baccalaureate degree should be anticipated for all associate degree graduates, including those who choose a career upon graduation from an AAS degree program.

18. The AAS degree should be identified and promoted as the curricular organization basic to a nationwide program of training and education for human resource development.

The AACJC has recently published, with substantial assistance from NCOE, a position paper entitled "Putting America Back to Work." In essence, the paper recommended the creation of a national policy and program which would provide occupationally oriented training, retraining, adn education for all adults in a similar manner to the G.I. Bill of Rights. Logically, the AAS degree should provide the curricular base. AACJC's "Associate Degree Preferred Campaign" should further this objective.

19. The AAS degree and its components should be closely related to paraprofessional credentials, certification, and licensure which are required for employment and practice in various career fields.

A closer relationship of the AAS degree to credential, certification, and licensure enhances the degree's image as well as providing a sound academic base for many of the paraprofessional specialties. While credentialing and licensing are still primarily within the province of individual states, it may be possible—given our current mobile society—to raise the issue of national credentialing in some areas using the appropriate AAS degree as the educational base.

20. As the AAS acquires greater national visibility and acceptance, it may be productive to explore networking of related AAS degree programs among two-year colleges across the nation so that there is consistency and comparability.

As some degree of national consensus is eventually achieved regarding criteria for excellence in the AAS degree, it will be increasingly feasible to develop programs nationally without sacrificing the flexibility required by individual institutions to fulfill unique missions and meet specific community needs. One current model warrants consideration—the Service Members Opportunity Colleges Associate Degree Program (SOCAD). Over 50 colleges, most of them two-year institutions, have agreed upon common curricula in 17 different areas useful to the military but also readily applicable to th civilian economy. Finally, acceptance of the AAS degree on a national scale may be enhanced by identifying and publicizing the parameters of occupational programs to include the entire range of human knowledge. Already in use in some institutions are the following six categories: Agriculture, Business, Creative and Performing Arts, Engineering and Industrial Sciences, Health, and Public/Human Services.

SUMMARY

As consistency in the standards for the AAS degree is attained, an improved identity for these programs will be achieved. Concurrent with enhanced identity may well be acceptance of the AAS degree as the preferred delivery system for a national program of human resources development. Such a goal is critical to assuring a trained and educated work force prepared to meet the present and future manpower needs of our nation and thus maintaining a strong competitive position in the world economy.

APPENDIX 6

Survey Correspondence

SHEEO STATE HIGHER EDUCATION EXECUTIVE OFFICERS
1860 Lincoln Street • Suite 310 • Denver • Colorado • 80295 • 303-830-3685, 3686

MEMORANDUM

TO: State Higher Education Executive Officers

FROM: James R. Mingle

DATE: December 19, 1984

SUBJECT: Survey of Certificate, Diploma and Associate Degree Requirements

Last October, the SHEEO office coordinated a survey for the Rhode Island Board of Governors for Higher Education on degree-granting authority of proprietary institutions. The findings from this survey were prepared by John Wittstruck and released in a SHEEO report entitled "State Oversight of Degree Granting Authority in Proprietary Institutions."

The survey done in 1983, and resulting report, were well received across the country. Several persons have suggested that another survey be done on the actual requirements for certificates, diplomas and associate degrees. SHEEO is initiating, therefore, the enclosed survey to assemble this information and to prepare a report of the findings.

Your completion and return of the survey to the SHEEO office by January 30, 1985 will be appreciated. Please note that some of the information requested on this survey may be available in state agencies other than the SHEEO office (e.g. Department of Education, vocational education division, community college board offices; state offices responsible or approving programs for veterans benefits, etc.).

JRM:as

Enclosure

President: E.E. Thrash, Board of Trustees of Institutions of Higher Learning, P.O. Box 2336, Jackson, MS 39205
President-Elect Kenneth H. Ashworth, Coordinating Board, Texas College & University System, P.O. Box 12788, Capitol Station, Austin TX 78711
Legal Counsel: Michael B. Goldstein, Dow, Lohnes & Albertson, 1255 23rd Street, Washington, D.C. 20037, 202-857-2589
Executive Secretary: James R. Mingle, Denver Office

SURVEY OF STATE REQUIREMENTS AND DEFINITIONS FOR CERTIFICATES, DIPLOMAS AND ASSOCIATE DEGREES

The purpose of this survey is to gather information on state requirements for and definitions of certificates, diplomas and the different types of associate degrees. This is not a survey of curricular degree requirements for each field of study in which a postsecondary education school, college or university may confer a postsecondary award or credential. It is a survey of those general state determined requirements and definitions that make a certificate different from a diploma, and each different from one of the associate degrees.

Receipt of existing information is requested for each type of postsecondary education award institutions are eligible to confer in your state. Please provide information for each award type your institutions confer: (a) requirements and/or definitions; (b) source of requirement and/or definition; (c) limitations and/or restrictions; (d) state oversight agency for the award.

Attached to this request is an example of the kind of information requested. This example is being provided to show the kind of information desired, as some of the information may be in statute, rules, regulations and guidelines of your agency, or in those of your State Department of Education, divisions of vocational education, community college or technical institution, etc. Please feel free to add any additional background to the information you provide.

Contact John Wittstruck at the SHEEO office if assistance or clarification is needed on the type of reply being requested. John can be reached at telephone number 303-830-3687.

Materials should be returned to the SHEEO office by January 30, 1985. The SHEEO office address is:

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APPENDIX 7

Listing of Survey Respondents and Other State Contacts

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